

CHILD STUDY

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of PARENT EDUCATION

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CONTENTS

Editorial	2
The World They Live In	3
Alice V. Keliher	
What Is an American?	6
Paul B. Sears	
Children and the War	9
Karen Horney, M.D.	
Concerning Children's Prejudices	12
Algernon D. Black	
Parents' Questions	15
Suggestions for Study	16
Science Contributes	
The Status of Immunization Today	17
H. Laurence Dowd, M.D.	
Books of the Year for Children	20
Radio	29
In the Magazines	30
Book Reviews	31
Shop Talk	34

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HEADLINES

"Child Study" makes its first appearance as a quarterly in this Fall issue. This change to four issues a year makes it possible to retain "Child Study's" low subscription price and still maintain its service to parents and parent education leaders. All of its departments and its editorial direction will continue unchanged.



In this issue we present views from several fields — psychiatry, sociology, education — upon some of the special problems which our times create: how may we guide our children to clear thinking and courageous living in a world distracted and torn by conflicting purposes and ideologies?

Contributing are: Dr. Karen Horney, psychiatrist, author of "The Neurotic Personality of Our Time" and "New Ways in Psychoanalysis"; Algernon D. Black, leader of The Society for Ethical Culture and teacher in the Ethical Culture Schools; Dr. Alice V. Keliher, Vice-President of the American Film Center and Chairman of the Commission on Human Relations of the Progressive Education Association; and Dr. Paul B. Sears, Professor of Botany at Oberlin College, and author of the recent book, "Who Are These Americans?" Dr. H. Laurence Dowd, Assistant Attending Pediatrician, City Hospital, Welfare Island, New York City, writes the article for the Science Contributes Department.



The Winter issue of CHILD STUDY (mid-February) will contain the significant material emerging from the Child Study Association's two-day Conference on "Controversial Areas in Today's Thinking About Children." These "areas" include Habit Training, Psychotherapy, Modern Education and Mental Testing.



INTERPRETING THE WORLD TO OUR CHILDREN

UNDER-EXPOSE the skin to the sun's rays—and nothing happens. Over-expose it—and you get a nasty burn. Expose it just the right amount, and you achieve the perfect suntan you see in the advertisements.

HOW OFTEN, how long, in what degree of intensity shall we expose our children today to the heart-troubling facts of the present world? The social-conscience wing of modern education has perhaps overstressed the need for feeding the child the facts of the "real world." Many parents and teachers, out of an exaggerated sense of social responsibility, cram the child full of wars, rumors of wars, and details of disaster in general. But every child can absorb just so much reality, and no more. The reality-stuffed child, who knows more about picketing than about long division, is apt to over-react in one or two ways. He may absorb the emotional charge of some world problem without understanding it, and so develop a neurotic fear of reality which may be worse than mere lack of awareness. Or he may, in self-protection, acquire a real, or assumed, attitude of callousness.

IT IS important for us to realize, and somehow make our children realize that the present time, while no golden age, is in many ways no worse than previous eras. It is merely that the bad news gets around more quickly. During the Hundred Years' War, for example, spiritual detachment was possible for most people because of geographic detachment. Now we fight the wars on all fronts. It is not so much that human nature is worse as that the methods of communication are better.

WE SHOULD remember that children live in shorter time-units than we do. Their imaginations cannot conceive the whole history of their time, as those of adults often can. Their perspective is shorter and cannot be artificially extended without injury. They feel security in terms first of all of their day-to-day living. It is this concrete sense of security that in the long run determines their reactions to the larger world outside.

JUST WHAT the proper amount of exposure should be is a specific problem with each child. But we can at least avoid the obvious danger of transferring to children our own over-acute sense of the present world-chaos. To do so surely makes them no fitter to resolve that chaos. We can perhaps best prepare them for living in this imperfect world by helping them to distinguish the permanent values in life.

THE EDITORS

The World They Live In

By ALICE V. KELIHER

INTERPRETING the world to our children is a tough assignment. We were confused enough about how we ought to induct children into the problems, contradictions and delights of the adult world before this war with its added confusions and contradictions of values began. Now we have to admit that the world almost resists interpretation on our adult level. I wonder if we might not do better to return to some of the simple, direct faiths of children rather than to try to bring them into the snarled motivations and designs of our society.

But that is an escape idea. Things are as they are. Children live in our society and we have to help them to understand it the best we can. Meantime we adults have to go on trying to make it a better society for them to take over as they reach adult stature.

The first thing we must bear in mind as we plan our task of interpretation is that we must always start where the child is, with what he is thinking, feeling, experiencing. To try to begin anywhere else is to create a chasm between the child's feelings and insights. This is no different from all other education. We recognize that the child of wealth and possibly great loneliness and shyness toward adults will be receptive to quite different experiences and interpretations than the child living in a tenement house of eighty people. We know that the child who feels warm security in the love of his parents will be able to take with equanimity experiences that would upset the rejected child. So we have to get our cues from the child. What questions is he asking? What experiences does he seek? What does he say about them—in words? by drawing? by gesture?

To catch the cues children give us we have to be psychological stethoscopes. We have to listen sensitively, and watch keenly for the little signs that betray a child's feelings. Illness, death, poverty, degradation are all around us. Children live right among these negative experiences; and many of them, not knowing other facets of life, tacitly accept them and are often dulled by them. Dullness is not native to children. When we find it there is a cue that life is dragging too heavily on sensitivities. We adults ought to be devoting every energy to bringing

these children and their families out of poverty and degradation, into wholesome life and sunlight. Without having said that and underlined it we cannot proceed with a clear conscience to talk about other children who do not know poverty at first hand. This is not to say, of course, that poverty alone makes for insensitivity. In rich or poor homes, it is the quality of the love and feeling which makes the difference.

All of our children must at some time become aware of *and sensitive to* the sufferings, problems, and opportunities afforded by our society. We must bring them as nearly as we can to knowing the truth about the way our social arrangements work. They must have the truth to work with as sharers in the responsibilities of democracy. Distorting, concealing, or minimizing truth, as carried on in totalitarian countries, reduces and often destroys the chance the people might have to come to grips with the issues. Parents and teachers will preserve and promote democracy only as they insist on the right of their children to the truth.

But the persistent questions arise: when? how much? under what conditions? Shall we teach seven-year-olds about technological unemployment when they see the cancelling machine at work in the post office? Shall we have six-year-olds take baskets to the "poor" and see at first-hand how life is for them? Shall we teach nine-year-olds about the economic structure of our society when they establish their school store? Shall we have children see war films and news reels of bombings and horrors? Should they hear news over the radio in these same realms? Contradictory trends in answer to these questions are in practice. There are those who do not want children to know any of the seamy side of things. "They will learn soon enough," say these Ivory Tower advocates. And they answer the questions above with "no." Then there are those who want children to be given all these truths, and quickly.

The Ivory Tower group is unrealistic. Children live in the world and raise questions about it. Their questions are the index tabs to what they are thinking; that is, if they are free to ask questions. And their questions are cues to their readiness for some

experience in the field of the question. So they grow, so they encompass their environment, bit by bit, digesting experience as they go along through life. They will see the blind woman, the legless man, begging. They will ask questions. Answers are demanded.

But we know the story of the child who asked her mother a question on a subject in which her father was an expert. When her mother wanted to know why she hadn't gone to her father for the answer the child said, "I don't want to know that much." The overanxious adult often lunges at a child's question and administers an indigestible portion of information about life. This adult would seize the child's question about a beggar to launch a full explanation of the economic system under which people are forced to beg, the begging racket, the incomes of the beggars themselves compared with their overlords, income tax evasions by wealthy beggars, and on and on.

SOMEWHERE between lies the golden mean and again we say the child is the cue. The best analogy is feeding. An infant begins with a single food, breast milk. He gradually learns to take other liquids and larger amounts of food. He goes on to semisolids and solids. As he grows and develops he needs greater quantities of food and he can tolerate more and more varieties. Wisely planned, this goes on in a steady progression to the time when he is independent of guidance in his diet. We no longer go into a panic if the baby does not take all of any one feeding. We let him get hungrier for the next. So in interpreting social arrangements and conditions we have to be guided by the child's growth, and his appetite for experience. If we watch carefully the social arrangements he sets up in his own age groups we have some ideas of what he is ready for.

I personally do not think that young children have digested enough experience to be ready for studies of unemployment, poverty, war and economic disorganization. I would not put these experiences as such in the primary years. There are several reasons. The most important to me is the emotional effect of having experiences that are highly charged with feeling prior to the ability to comprehend them. The child gets the feeling tone of an experience, may identify with suffering, misery, hatred where strong emotions lie, but not understand it. This may cause a kind of floating anxiety. He may carry this into other situations, or, later, when asked to deal with similar problems, the child may recall the emotion and be blocked

in his thinking about the situation. One illustration will clarify what I mean. A six-year-old had participated in taking baskets to the poor (an unrealistic and escapist practice anyway). Several months later her father suddenly became ill and was rushed to the hospital. The situation called up the child's anxiety and she cried and cried. When her mother got to the root of the child's worry, it turned out that she feared someone might have to bring them a basket so that they could have food to eat, now that the father was out of the home. The child had identified herself strongly in the earlier poverty situation but had not been able to understand its meaning; and so the father out of the home which was the one element true of both situations was the limit of her understanding and the source of her fear.

The second reason why I would not deliberately include such experiences in the education of young children is that I think it is better for them to get smaller counterparts of the same problems in their own social adjustments. The smaller counterparts are digestible because they are part of the social world the child is helping to create. The six- or seven-year-old child is still having a lot to learn about property, about sharing, about private and joint ownership, about deprivation, in terms of his very active dramatic play life. The disposition of one set of blocks in the whole group as compared to the use of pencils, toothbrushes, combs and the like involves a good bit of social organization. The sharing of books, toys, pets, collections is, to me, better than taking baskets to the poor because it has real meaning to all the children who participate in the sharing. The child who shares his new bicycle is doing more than appears on the surface. He is learning the feelings and sensitivities that go with this—and learning them on a level that he can comprehend and hence grow on.

A third reason why I don't like to see adults pour the major problems of society on young children is that I think it is an escape for the adult from his responsibility for doing something about conditions that ought to be changed. Once I was challenged by a young revolutionist who said, "There isn't time for the process you want. We must get these facts over to the children and we can't do it fast enough." Taking up his very point about the need for getting right to some of the reconstruction needed in our society, I pointed out that we could hardly wait for the elementary school children to grow up enough to solve these problems. We as adults must continuously improve the society into which these chil-

dren will come as responsible adults. It is all too easy to do a unit of work with a group of children and feel that we have done our part toward social reconstruction.

The fourth objection is that, removed too far from the scene of their own social problems, children find little that they can do about adult problems and they may develop through premature and frustrating experiences an attitude that nothing can be done. They may learn to look at society as a painted panorama, already finished, something they cannot change. On the other hand, if they are living full lives on their own age level, having class discussions running their own miniature stores, making their own work plans, they are learning in these fundamental ways that they can effect changes.

Now I have a difficult transition to make. I have been talking about younger children who are still learning to attach their knowing and feeling to social experience. As these children grow older, as they move on into junior and senior high school their experience, knowledge and sensitivity widen. They grow capable of encompassing deeper and broader experience. As this capability grows, experience should grow. Employing the same sensitivity to cues, we can help adolescents to reach out into broader realms of social experience. I think the tendency in the last generation was a cart-before-the-horse arrangement. In the elementary schools children have been having more outside contact and much broader experience than in the high schools. Our high school students have not been given opportunities to explore the social scene commensurate with their expanding interests and insights. Parents and teachers should work to change this.

Adolescence is a time of growing sensitivity and insight. Here is the time to do basic explorations of community life. But many of the same safeguards still hold. In every large social experience of adolescents there should be some outlet provided for letting them do things about it. And they should have the opportunity actively to effect change. In a small western city I was meeting with a group of high school juniors and seniors. We had seen the film "Alice Adams" and were discussing the issues. In the course of the discussion a student compared Alice's town with hers and found them almost identical in their social injustices. Not content just to talk about the caste system and what it did to the young people of their town, these students formed a committee, surveyed the town and revived a community recreation

project that had been shelved. Here they looked at, understood, felt and did something about their own social disorganization.

Development from infancy to adulthood is, of course, continuous. So should be our induction into the society in which we live. We must not throw children head first into it and we must not hold them away from it. Somehow we must find their pace of development and walk beside it with our guidance. And as these children grow, our greatest obligation is to clean up the bad spots as much as we can ourselves so that they can progressively be concerned with developing a more humane and a richer life in the world they live in.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1933. State of New York } ss.
County of New York } ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 221 West 57th Street, New York, N. Y.
Editor—None.

Managing Editor—Pauline Rush Fadiman, 221 West 57th Street, New York, N. Y.

Business Manager—Mildred Kester Marcy, 221 West 57th Street, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York, N. Y., Mr. W. Carson Ryan, President; Mrs. Fred M. Stein, Mrs. Hugh Grant Straus, Mr. Frank E. Karelson, Jr., Mrs. Everett Dean Martin, and Mrs. George Van T. Burgess, Vice-Presidents; Mr. James G. Blaine, Treasurer.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by her.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily publications only.)

PAULINE RUSH FADIMAN,

Managing Editor.

Sworn to and subscribed before me this 18th day of October, 1939.
(Seal) WALTER BISHOP,
Notary Public, Queens County,
Queens Co., Clk's No. 140, Reg. No. 4206,
N. Y. Co., Clk's No. 29, Reg. No. 1-B-26.
Commission Expires March 30, 1941.

What Is an American?

By PAUL B. SEARS

UNDER this same roof as I write there happens to be a man who is, I think, beyond question an American. His family and his name have been in America for three hundred years. All four of his grandparents come from Revolutionary stock. One of these lines is English, another Irish, a third Scotch, and the fourth French. In addition, my friend informs me, his family tradition tells of wives in past generations taken from Welsh and German families. Excluding the possibility of family skeletons, it is doubtful if these six nationalities complete the roll-call of the past three centuries.

The occupations of these shadowy ancestors run through the professions, enterprises, crafts, and trades. The roster of their religions includes everything from High Church to agnosticism. So far as personal characteristics have been recorded, they are quite as variable. Tall, short, gentle, pugnacious, acquisitive, convivial—in short there is the usual range of adjectives one has to employ in talking about people.

Down the street from where I am writing is another man. His square shoulders and courtly bearing proclaim him an officer and an aristocrat. His heavy English reveals the fact that he comes from a land where the two words—officer and aristocrat—have been synonyms. Not much more than a decade ago he took part in the ruling councils of that land. Today he is an exile from it. But because his mind has been superbly trained, he has found useful work in the United States. He has become, by official adoption, our fellow-citizen. More than that, he understands and believes in our institutions as few of us ever do. He is an American, and in my belief, as good an American as my one hundred per cent friend.

Not long ago I ate a dinner prepared by an excellent cook. This cook has much better than average education; his features, hair, and coloring would pass as those of a white man anywhere. He has had ample opportunity to be welcomed into white circles. This, however, he has always declined to allow. He is proud of his Negro blood—not with an arrogant pride—but with the pride of self-respect. Among his friends are numbered at least one of the famous artists of his race.

What is his race? Some Negro, of course, probably a dash of Indian, and clearly enough a considerable amount of white blood flow through his veins.

No one knows what blend of African Negro tribes may be involved, tribes differing as greatly among themselves as a Jewish peasant from Poland may differ from a member of the Portuguese congregation, or even from a Mayfair Englishman. And his white ancestry may actually be less mixed than that of many a Son of the American Revolution in good and regular standing.

He has acquiesced in the white man's dictum that one drop of Negro blood makes a Negro. Yet at every census some thousands of individuals less scrupulous or less well informed of their origins than he pass over into the official classification "white American." And among some of the civilized Indians who humanely intermarried with their black slaves Indian blood is a more potent social charter than white blood is with us, since it cancels out the black.

Racial purity, purity of inherited quality, is a rare, difficult, and elusive condition to achieve, even under skilful artificial control. Excepting in the genetics laboratory, with plants and animals which breed rapidly, it is relative, uncertain, often a fiction. Science tried for a century to understand the laws of inheritance by taking a plant or animal and working back through its ancestry. It was futile. Confusion was merely multiplied. The farther back one went, even for a few generations, the greater the uncertainty and conjecture.

Finally the good abbott, Gregor Mendel, working in his garden, hit upon the idea of starting with the parents and keeping a record of what they produced, generation after generation. In this way the process could be watched, instead of guessed at. Only in this way can we have any assurance or control of what happens.

Such precise control is not, I believe, the method of human love and courtship, now or in the past, among people rude or civilized. War, piracy, commerce, and slavery always have resulted in the mixing of peoples. Almost universal among men is the ban against close intermarriage of the kind that would be necessary to produce anything like a "pure strain." Even the most isolated peoples have frequently had provision for the intermarriage with other groups, adoptions, and no doubt a share of what might euphemistically be termed "biological accidents." It

is to be doubted whether even a sizeable minority of living men and women can name all eight of their own great-grandparents, yet four generations is a brief span in any modern scientific laboratory experiment in heredity.

Under such circumstances to talk of racial purity anywhere on the face of the earth is rank nonsense. There are, of course, great racial groups among men—the white, black, yellow-red, and brown. Within each there occur various physical types, fairly well marked and definite. But at every point we find transitions and variations, both within the racial group and between its subdivisions. White grades into black, for example, in the Mediterranean area; into yellow in eastern Russia. Within the white race there are small "islands" of fairly uniform and marked type, Alpine, Mediterranean, Nordic, but gradation and mixture is the rule. True, certain physical standards, matters of skeletal proportion as well as skin, hair, and features, have been worked out by laborious measurement. These standards represent something like the average or ideal concept of the various groups studied, but the extremes in any group are likely to overlap into the types of other groups.

As to other characteristics, we are even more at sea. Unquestionably the darker races can stand labor in the hot sun better than the lighter—that is a matter of common sense to anyone who knows a little photochemistry. Much has been made of racial odors—with recriminations back and forth. The Indians said the white men smelled like beef-cattle, while early white explorers sometimes returned the compliment with interest. But in such cases diet, hygiene, and sanitation may be quite as much involved as any inherited quality.

When we begin to talk about such characteristics as intelligence and emotion, matters of behavior and character, we are still farther from certainty. The supreme achievements of the contemplative Oriental may seem like rubbish to the Occidental man of action. What is more, the values of each may be very little due to any inherited basis, much more to matters of experience and social conditioning. What is good and bad, desirable or otherwise, depends upon the background of the person judging.

If we take, however, those traits of behavior which can be described and measured in a rather general way—such as power of retentive memory, quickness of reaction, ability to reason with abstract symbols, and the like—we find exceptional individuals now and then in almost any racial group or subdivision. We are not likely, however, to find

them "coming to the top" unless their community sets proper store by the gifts they happen to possess. Even Oscar Wilde found the going tough for esthetes in the Colorado of his day. It has been said that while the Russians have an uncanny creative power in the field of technological theory, it takes Americans or Germans to make and run the machines they design. But before jumping off the deep end we may ask what is meant by the word "Russian," and what are the differences surrounding the young men of the three nations as they grow up?

OUR knowledge of these matters is after all rather sketchy. It is likely that there is more difference in capacity within any one of the great racial groups than there is between the best types which each produces, or even between the averages. Our war-time measurements of intelligence in recruits do no flattery to the average American. Unfortunately, too, they seem to have been taken as a valuable advertising hint by the mass producers of certain types of merchandise, including entertainment.

We often judge the people of other groups less on their innate capacity (for in that respect all men differ) than upon their ways of doing things and of looking at life. We generally start these comparisons with the unspoken conviction that our own ways are right, or at least the best. It should take no Tarzan-story to convince us that this is quite as true of the other fellow as it is of us. This should be obvious, but I am afraid it is not. White women adopted into Indian tribes, and children raised in families very different from those of their parents all show this. The accustomed and familiar sets the standard.

Often our prejudices are so jumbled that we read into other races a combination of physical, mental, and moral unfitness, and distasteful customs and beliefs, meanwhile actively coveting their possessions. This is the old, old story of war and its hatreds. Thus easily is the desire to exploit coupled with a confused and unwarranted justification. Sad to say, this attitude is not confined to those outside our own community, whether local or national. A great nation like ours, with its many ill-defined regions and its almost world-wide collection of nationalities and races, offers abundant opportunity for just such misunderstandings.

But our lack of uniformity has its good side, too. Physically, we know that the hybrids of plants and animals from different strains often possess, in addition to their mixture of tendencies, a quality known as hybrid vigor. Anyone who rides through the

Middle West or owns a farm there is familiar with the much advertised and much used "hybrid corn." This is seed-corn for the farmer to plant which differs from our older ideas of good seed-corn. Until recently the corn-grower watched his fields for exceptionally good plants, from which he would save the seed. So far as possible, year after year, he tried to keep that particular selection pure and unmixed. This was and is the orthodox method of plant and animal improvement. But it has been found that in the first generation, after crossing two strains of the right sort, not only do their good qualities persist but there is added a vigor of growth and productivity which would be lacking in any so-called pure type. Each year this mixture must be made anew by the grower of seed, and it has become a profitable business both to the man who produces the seed and the one who buys and plants it. There is good reason to believe that the same thing is true of many plant and animal hybrids, doubtless even the human.

At any rate, among the human beings the bringing together of different types of physical inheritance is a truly creative process. It may not work, of course, but long experience, both practical and scientific, indicates that it is likely to lessen the odds against us in the great gamble represented every time a new human being is born.

PHYSICAL and psychological inheritance is not the only important creative possibility in a mixed population such as ours. When the bright-eyed Irish lass marries the steady Norwegian each brings to the union his own background of folkways, or technically, his cultural life. Sometimes, as we know too well, this alloy is brittle and the results are tragic. But quite as often something new and better emerges. Again it is a gamble, but experience shows us that the dice are not loaded against us. New cultures arise from just this mixing process. The old contributes to the new, not by surviving in a splendid isolation, but by a sort of cultural cross-fertilization.

Nothing exemplifies this better than our daily round of living here in these United States. From three or four continents comes the stuff that appears on almost any ordinarily good breakfast table. Our tongues use words from everywhere—kangaroo, tango, voodoo, airplane, Brahmin, moccasin. Our highest and lowest schools have been imported from Germany; those in between, until recently at least, from England. Our laws are British, which means Saxon tintured with Latin.

Eastern and midwestern United States began as a

composite extension of northwestern Europe. Our Southwestern landscape was first shaped by Spain and Mexico. But northwestern Europe stems from a blending of its own native peoples with powerful influences from Mediterranean lands. In a real sense, we are all children of that inland sea ourselves, a debt which we acknowledge perfunctorily as our heritage from Greece and Rome.

Back of Greece and Rome lay the Semitic races. Babylon and Egypt were old when Greece was young. No one knows how much of Roman technical efficiency was borrowed from the rival which she dreaded and destroyed—Carthage. Jew and Arab nursed the ancient learning of the inland sea during the long eclipse of western Europe. The religious faith which, until now at least, has guided our destiny, we owe to Palestine. Yet no one who has a seeing eye can behold one of its supreme dramatic expressions, the Roman Catholic mass, without realizing that he watches something older than Rome, Athens, Jerusalem, Babylon, or Thebes. To all of these we are debtors.

Perhaps we have been too conscious of our recent wanderings in western Europe. At any rate, when the tides of immigration began to shift to sources more southerly, we were uneasy about our new fellow-citizens. No doubt our grandparents were ashamed to admit to us that they had once laughed at the Germans and Irish whose children had since intermarried with theirs. There was much loose talk about the scum of Europe.

Enough time has elapsed to show how wrong we were. All over the land Italians, Greeks, and Jews have built themselves solidly into our communities, often enriching us in unexpected ways. Where they have failed us, we have failed them first. In any community which has accepted them and treated them as fellow Americans they have lived up to the trust. Only where they have been oppressed, crowded, denied fair economic and educational opportunity have they in any sense festered. I have seen much of the United States, and I know this to be true.

Any naturalist will tell you that there is not much new in the plant or animal world excepting new combinations of the old. It is in the abundant possibilities of such new combinations, physical and cultural, that our land is superbly fortunate.

To use these possibilities to their fullest limit, it seems to me, is the peculiar opportunity open to us in the United States. True, the problem is com-

(Continued on page 29)

Children and the War

By KAREN HORNEY, M.D.

THE war is a reality which parents cannot, even if they would, keep from their children. Attempts to keep it from them, like attempts to keep sex knowledge from children, are doomed to failure. And in both cases, the part of wisdom is not to shield and to dissemble but to understand and to interpret. Most of us instinctively try to present the world to our children as a gracious and reasonable place. When they come to us complaining of the meanness or injustice which they run into, few of us have the courage to let them know that meanness and injustice are among the realities they will have to learn to cope with. Invariably we try to justify the meanness, to explain away the injustice, to insist on the silver lining in what is sometimes just a plain black cloud. Perhaps we do all these things because the amount of ruthlessness and cruelty apparent today in the expansion drives of nations the world over is genuinely terrifying. We are frightened, moreover, because similar aggressive drives on a personal plane exist within ourselves.

Probably the majority of children of a neutral nation face the fact of war with far more equanimity than their parents. Why should they not? Their experience is less, their feeling of responsibility less, their imaginations do not extend greatly beyond their own homes. War has only a kind of story-book reality. Bloodshed and killing are easily accepted by them and the whole thing is a pleasantly interesting and exciting game. For an American child, Europe may seem as far away as Mars, and the younger child brought up in both emotional and physical security is likely to believe that the wicked enemy will be punished as surely as the bad witch in the fairy tale. Most children's interest, we find, is keen but not excessive, and the excitement pleasurable rather than painful.

There are some children, however, who feel the war as an immediate personal threat. Will their father have to go? Will enemy airplanes come in the night and drop bombs on their own homes? Bad dreams, sleeplessness, fears of the enemy lurking in every dark alley enter their world. News of a torpedoed ship with loss of life preys on their sensibilities. They seem shaken as though they were personally involved in every event. Parents of these children may try

to quiet them by finding ways of keeping the news away, by hiding the evening paper, by limiting the use of the radio, by guarding their conversation. "He is too afraid of the war" they say, or "He is such a sensitive child." These children seem unable to take the strong medicine that others tolerate easily and it seems sensible to try at least to keep the dose within reasonable bounds.

Real censorship, however, is not only impossible to carry out but will fail because it does not recognize the central problem of these children. This problem revolves around the "why" of the child's fears. For in a country not at war, air raids and sudden attacks from the enemy are not real dangers and the war and its details are not real causes of fear. When simple explanations regarding our present safety are not effective in reassuring the child, we are forced to conclude that it is not fear of war at all, but other unconscious forces which are troubling him, and that war and its dangers are merely the external events which serve to stir to life those painful thoughts which lie beneath the surface of consciousness. For some children, thunderstorms, animals, loud noises, street accidents, and other details of their familiar environment perform exactly the same function, and these we must also regard purely as the symbol to which the child transfers the fear which has its sources in something quite different.

The problem then is, what are the real sources of the child's fears and anxieties and how can they be understood and alleviated? This question cannot be answered with any generalizations. Each child is an individual case and must be studied individually.

For example: an American girl of sixteen became terribly agitated at the announcement of war in Europe. She lay awake at night in terrified anticipation of air raids, and in spite of quiet and reasonable discussions of the actual situation and the inescapable fact that she was nowhere near the war zone, she could not get over the expectation that she and her family might expect death at any moment. The extent of her fears was completely unrelated to the facts and therefore suggested at once that it was not the war at all, but something else which was the cause of her fears. Deeper knowledge of this girl's life-experiences revealed that she had spent a childhood feeling

choked by a mother who demanded perfection and who frequently humiliated her in connection with the inevitable faults of childhood. Not only did she feel humiliated by her mother's constantly disapproving attitude, but she never was able to shake off the feelings of culpability within herself which it gave rise to. She grew up with the conviction that she stood condemned before all decent people. Her mother was "good," she herself "bad," and throughout her life her attitude toward her mother was submissive and over-adoring. Moreover, she constantly voiced an admiration of her mother which to a trained observer convicted the girl by its very vehemence and suggested that her protests masked a hatred which she was unable to admit to herself. Thus burdened with a sense of moral inferiority, this girl's life was characterized by a violent struggle for moral perfection. The least criticism from anyone threw her into a violent panic because it revived the feelings connected with her mother's early censure. Consequently, it was inevitable that this girl should regard herself as in imminent danger of punishment. In spite of the fact that she was surrounded only by people who, on the surface, were kind and gentle, punishment seemed none the less certain for her. And when it failed to come from humans, it could certainly come in the form of some cosmic event. The war served this purpose. It was for these reasons that events in Europe seemed to her to be the personal chastisement which she had always expected. And, in addition, there was a further reason why thoughts of the war with its murder and bloodshed roused in her such terror. Just as it threatened to engulf and destroy her, so also was there a possibility of its destroying her mother. This thought, expressing as it did her own hostile wishes, was now far too near the surface of consciousness for comfort, and gave rise to her exaggerated war fears.

In young children fear of the war often has the same kind of significance as fear of thunderstorms or wild animals. It is essentially the fear of punishment descending out of the void to punish the unrighteous. It is built on the foundation of a guilty feeling foisted on them by parents in response to childish faults, with the resulting fear of punishment. There is also the further discomfort caused by bringing too near to the surface the angry wishes which the child bears toward his parents or toward his brothers and sisters. Only relief for the guilt at its original source can effectively banish the irrational fear. This is why the period of fears in early childhood is likely to correspond roughly to the period when nursery jealousies and hates are

strongest, when sexual experimentation is frequent, and when the guilt which accompanies them is most acute.

A girl of seven, for example, suffered from night terrors and a belief that "wild animals," "burglars," and so forth, were coming to destroy her. In vain did her parents soothe and explain. The fears continued until the time when the child was induced to talk freely of her hostile feelings and death-wishes toward her small brother. Once this was thoroughly expressed and her parents did not punish her or instantly withdraw their love her development proceeded more normally and the fears abated.

OF COURSE it must be remembered that most children in our society pass through certain infantile neuroses without any signs of a desperate crisis. The average child works through these difficult periods by himself, without the original sources of emotional conflict becoming conscious and without any special technique employed to help him. Nevertheless even in normal children, there are periods in which "bad" wishes, whether sexual or aggressive, play a considerable part in their inner lives and give rise to depressed moods, irritability, anger, and sensitiveness. Most parents are faced with these from time to time and are puzzled as to how to handle them. For these children, it seems sensible not to stimulate their conflicts by excessive talk of war and aggression, by stories or movies of horrors and cruelty. It seems wise to do some soft-pedaling of these powerful stimulants. Yet we should know that beneath the surface the child is disturbed not by the bombs, the villain, or the wicked witch but by his own hostile impulses. Realizing this, we give all the help that our understanding makes possible, but in most cases we leave the child to work the matter out for himself. Whatever censorship parents may exercise should of course be contrived so that it does not come in the form of direct and absolute prohibitions. Every bit of ingenuity in finding other more constructive occupations should be called into play. Family games instead of over-exciting radio programs, stamp collecting, carpentry, "making things," instead of movies or horror stories, and whatever else the child can genuinely lose himself in, are useful, not in removing the cause of the tensions, but in tiding the child over until a new period in his life proves less difficult.

It seems probable that for the adolescent boy the war presents special problems. He is bound to be faced with the problem of his own physical courage and with the inevitable doubts, therefore, of his

ability to be a real man. This problem may play a large part during adolescence since it is further complicated at this period by doubts concerning his sexual capacities or his ability some day to earn a living and the fears which he harbors on these scores. The imminent danger of war comes as an additional challenge and an additional source of painful self-doubting. This conflict will be heightened, of course, if his home is one in which the "sissy" is despised and physical cowardice regarded as shameful. But whatever his parents' attitude, that of society remains the same. In the world of today he cannot avoid the conclusion that a man, if called, must fight for his country. Can he meet the call? In his doubt of the answer to this terrifying question he is likely to do all manner of things to prove his virility and courage, from ordinary braggadocio and various bullying attitudes to showing neurotic disturbances and apparent physical disorders less obviously connected with the real inner conflict. Here, too, the problem to be met must be met at its source. The boy needs help in facing his real fears and working out greater self-respect and assurance of his personal worth and of his dignity.

For most parents, the problems presented by the war are problems in moral education rather than in psychiatric technique. First of all, it is necessary that they think their way through these problems as best they can. How have we ourselves been able to cling to any standards of decency in a world where ruthlessness and cruelty are not only prevalent but seem at times to be victorious? Are we clear as to the meaning of the old warning, "What profiteth it a man if he gain the whole world, yet lose his soul," and can we help to make it clear to our children? This is the real problem, and if they grasp it parents will not waste their time by moral preaching, by books describing the horrors of war and the beauties of peace or by prohibiting war toys, guns, games, and stories of violence. These things never yet caused a child to become aggressive and warlike. They are merely the vehicles through which he expresses his need of aggression. Some of this need, as we have already seen, is to be expected in the normal course of things; and, if development proceeds as it should, will in time be spontaneously supplanted by other desires and activities. War and the need to hate and destroy can be eliminated not by learning to hate war but by learning to love life. And the love of life starts in the nursery. It is all-important that the parents' early relation to chil-

dren should be free of elements which tend to arouse fears and feelings of hate which last throughout life. Such things as unfairness, favoritism and neglect rouse a general crankiness in children which in turn provoke punishment or disfavor from the parent. Worst of all, perhaps, in its results on personality development, is the child's discovery that as far as his parents are concerned his existence means little more than a means of satisfying their personal self-importance. A child who is rejected by his parents often cannot consciously hate *them* but he ends by hating Germans, Jews, or the "enemy," in whatever guise it is presented.

ALL children need adult conversation as a part of their lives but it must be suited to their age and stage of growth as well as to their personal needs. There is no use trying to explain to young children the complicated motives and diplomatic moves of nations today. Our explanations must be simple, but in making them simple we must guard against their becoming untrue. It does children no harm to be forced to realize that there are problems beyond their grasp—beyond adults' grasp, too, for that matter; and that there are certain things for which they will have to wait until they are older if they are really to understand.

Our older children, however, should be given a glimpse into the complexities of the scene and perhaps need training in something we call historic perspective. This is necessary if they are to have any orientation toward wars and recurrences of war. They need a gradual induction into the problems of the human race, which includes a realization of the cruelties and the follies which are inescapable but which also gives them a vision of the aspirations of man and a hope for something better. These are the lessons of a lifetime and cannot be imparted formally; they are implicit in the kind of family life of which the child is part and the kind of social attitudes to which he is subjected. If these are sound, children's values, too, are likely to develop soundly and parents will not be tempted to overstuff children with principles and information which they do not want and which fail to meet their needs. They will be able to listen more attentively to what their sons and daughters are really concerned with instead of rushing to tell them what they, the parents, think they ought to hear. Otherwise they will shoot wide of the mark and have nothing to offer children in their struggle toward maturity.

Concerning Children's Prejudices

By ALGERNON D. BLACK

THE program committee of the sixth grade felt that it would be interesting and valuable to study the question, "Who are the Americans?" So the class discussion got under way and in no time at all the first youngster announced, "The real Americans are the Indians."

Someone said: "Well, *they* go back to something else. Where did *they* come from?"

The boy who can always be counted on to give historical material then recited in the tone of the Encyclopedia Britannica: "In prehistoric times the continents of Asia and America were linked and the Indians came across the Bering Strait. Doubtless they are related to the Chinese."

Teacher: "Can anyone say how the Indians and Chinese are alike?"

"Sure, they have dark-colored skins, straight black hair, and high cheeks."

Teacher: "Is there any other way they are alike?"

"Sure, they are both uncivilized."

"David, what have you to say about that, you have just come back from a trip to China?"

"Well, Chinese aren't very civilized. Their manners are bad. I once ate in the home of a Chinese and he began to eat before his guests and he gobbled his food."

Teacher: "I have always known that the Chinese had different eating customs from ours but that they were more honest, and courteous, and that they had a wonderful civilization before there was anything really happening in this country. We get a false picture of the Chinese. Can anyone tell us what kind of Chinese people we usually meet and know?"

"We meet the Chinese laundryman."

"We see the cunning, opium-smoking kind of Chinese in our movies."

"We don't get a very fair picture of the Chinese."

Teacher: "It's very hard to get the whole picture of a tribe or a nation or a people."

The child with the memory of historical material, speaking like the most moralistic of teachers says solemnly: "One should never make unsound generalizations."

Teacher: "Possibly the statement that David has made about the Chinese is unfair to the Chinese people as a whole. We in America often generalize too easily about *another* people."

"I know what people you are thinking of. It's the negroes. Many people think the negroes are inferior."

The very child who remembers history and who has just declared that no one should ever make unsound generalizations now announces: "I know that the negroes are inferior."

"How do you know?" ask all the children in chorus.

"They are lazy and stupid. If they weren't they wouldn't be where they are now. Have they invented anything?"

Teacher: "Perhaps they have not had a chance. They were slaves until recently. Even today, years after they were freed from slavery, do they have much chance for schooling or jobs? Some of the Pullman porters are college graduates and would make excellent doctors and lawyers and teachers if they only could have the chance. People don't give colored people a fair chance."

"I still say the negroes are inferior."

"You must give us the proof. You must tell us why."

After a week of searching the boy announced: "I don't think my generalization was sound. I withdraw the statement that negroes are inferior." This was the starting point for a study of the life of the negro and his contribution to American culture.

Pursuing the original question the class enumerated the various nationalities which had come to America and had explored and settled here—Indians, Spanish, French, English, Scotch, Irish, Germans, Jews, Italians, etc. In each instance there was discussion as to why the immigrants had come and under what circumstances. Finally each child gave his own pedigree.

"My parents are French and Austrian."

"Mine are Irish and they probably came over during the famine in the 1840's."

"Mine are Russian and they met and married in this country."

"Mine are American as far back as we can find out."

"Mine are German and they came over after the political troubles a hundred years ago."

"And which of you is the true American?"

"We're all Americans."

Teacher: "It's grand to be able to trace your ancestry back to the men who fought in the American

Revolution and helped establish this republic, but it is also grand to know that your people had the courage to strike out across the ocean for a strange land where they would have to learn new ways and start life over. To these latecomers it was a land of promise and of freedom. In their hearts are unbounded gratitude and devotion. Our study of some of the things they have done will show us whether they are Americans or not."

ONE could give countless instances of the problems presented by human prejudices as they affect children. "Why do white people have prejudice against negroes?" "Why did he call me a Christ killer?" "Will there always be race prejudice?" "Why don't races mix?" "Do colored people look down on whites?" "Are they proud of being colored or do they wish they were white?" "Why should religion raise great walls between people?" "Why can people be fooled so easily in their beliefs?" "How shall I fill out my college application where it says 'religious affiliations'?" I am a Jew but not in religion. Shall I put down my present faith and then write in parenthesis 'born a Jew'?"

It is important that the questions which reflect the conflicts of the adult world and conflicts within the child should be dealt with frankly on the level of the child's comprehension and emotional development. The objectivity and wisdom of parent and teacher are here severely tested, and also present opportunities of leading the young to better knowledge and understanding.

Obviously the problem of prejudices goes deep. It involves changing the relationships of the adult world and the influence of adults on children. Usually prejudices are learned. In the early years children play together on playground and in school with great intimacy and affection and seemingly without awareness that differences of color or creed or background can be sources of friction or antagonism. Often the differences, in so far as children are conscious of them, may merely provoke amusement or curiosity. As the child grows older, he learns the antagonisms of adults and so the conflicts of the adult world are reflected in child relationships.

The transmission of fears and dislikes is carried on unconsciously through table conversation and even more through the actual relationships of parents with their relatives, the attitudes of parents toward the servant in the house, the waiter in a restaurant, and to individuals of different national or religious background. Adults thus transmit their tensions and

their emotional bias to children and build up prejudice and many other antagonisms among the very young. They even make for prejudice and friction within groups, as for example, the antagonism of different nationalities among the Catholics, or among the Jews, or among the American and West Indies Negroes.

In these days of extreme nationalism and heightened religious and political antagonisms it is important that we remind ourselves of the needs of children. They are more sensitive than we know to the tensions and prejudices which we exhibit. Because they are more sensitive, because they easily magnify and are less able to cope with emotional reactions, it is important for their happiness and for their effectiveness in rebuilding the world after the war that we help them to the perspective which goes beyond the moment and beyond the social conflicts in which we are involved.

Obviously children who are conditioned to prejudices will do grave injustice to their fellows. But more than that, their parents may thus create attitudes which make it difficult for their young to enter into good social relationships with others. This limits their growth and their own capacity to live and work with others. Prejudiced parents shut off their own children from the intercourse and stimulation and happiness which is the valuable accompaniment to the mixing of youngsters of diverse backgrounds. From an educational point of view, parents, teachers, scout leaders, and ministers should do everything possible so that the school, club, troop, and church, contain a wide diversity of backgrounds and points of view. Out of children's relations with one another will come the breadth and capacity to forge a unity out of differences. Adults who frustrate this process and who create rigidities and hostilities injure their child and impair the life of the group. They fail to contribute to those secure and constructive relations which are the essence of democratic living.

The process of indoctrination in prejudices goes on in the best of times. It is for the most part unconscious. But in these troubled times much of the evil is done consciously and deliberately. Out of the suffering of the peoples of Europe has come an intensification of national feeling, and the conflict of minorities for security and power. Tension has increased among religious and racial groups. Even in America, a land of tremendous diversity, a land of tolerance, to whose shores have come countless refugees from the persecutions of Europe, there is arising a new intolerance. It reflects the conflicts of

the old world. It is fostered deliberately by the most ruthless and cunning propagandists. It is financed by individuals and groups bent on achieving political ambitions or protecting vested interests. It mixes truths and half truths and falsehoods, turning children as well as adults against one another. Upon all good citizens now devolves the responsibility for disseminating truth. If truth is to win over falsehood in the struggle for sound human relations between individuals and groups, it is important that such distortions and intolerances as are promoted by the Coughlinites and the Nazi Bund and the so-called "Christian Front" be more than answered by vigorous proclamation of the facts. It is essential that the young learn to analyze their own prejudices* and that they learn to pierce the propagandas to which all are exposed. It is important that the young learn to distinguish between truth and falsehood and between fact and opinion. They must learn to look for more objective sources, learn to look behind the news to the bias and motivations and the interests at stake in any conflict. For above all, the citizens of a democracy, both young and old must never lose their confidence in their ability to solve their problems. Men must combat the forces which demoralize the democracies and prevent the unity necessary to successful democratic action. Indeed, youth's faith in itself, in people generally, and in the possibility of achieving truth and united action is much undermined by these anti-democratic propagandas. Constructive educational antidotes must be used early.

This situation places upon every adult, whether parent or teacher, the responsibility of helping youth find truth. And it requires the positive affirmation of fundamentals: that nature's way is the way of variations and differences; that a world of different kinds of people may be more difficult but is certainly more interesting and filled with possibilities of cross-fertilization and enrichment than one of sameness and uniformity; that differences among men are not merely to be tolerated but appreciated and cultivated; that a democratic society is one in which everyone has the right and indeed the duty to be himself, to be different, so long as his differentness does not consist in the destruction or impairment of differentness in others; that democratic society is superior in that it gives security and assures freedom to live with those who are unlike oneself; that democratic society is more diverse than those societies which, to achieve unity, resort to dictatorship and coercions and the

destruction of personality and diversity through the ruthless stamping out of any independence or originality which deviates from the one approved type.

It is important that children know the history of America; the story of those individuals of many national and religious backgrounds who resisted oppression and who came to these shores seeking freedom; who made unusual contributions to the safety and health and happiness and beauty of American life; who contributed to the social idealism and building of this great republic. Children should know that we are proud that our population has a mixture of peoples; that the nation with such a variety of nationalities has greater vitality and greater future than one of a single and narrow national stock. The writings of anthropologists and psychologists contain material which could make for greater understanding.

The problem of method is not simple. The effort to bring together a diversified student, church, or scout group must be supplemented by a reshaping of the program and curriculum. In the school program such subjects as literature, history, science, and art can contribute to ethical understanding and to an appreciation of the contributions made in each of these fields by the various religious, national, and racial groups. The task calls for adults who embody a broad and ethical point of view in their approach to education; it requires adults who are able to live this viewpoint in their own every-day dealing with children and with one another. Moreover, it is important that the school, club, troop, and community offer a place for individuals of diverse talents. Only out of the actual experience of this mutual enhancement of unlikes will the true understanding of a democratic society become clear. Only through such living will children know the significance of those relations which mean fulfillment for the individual and assure progress in moral and cultural values for humankind.

Above all, children as they develop need a clear sense of values, those "first things" at the core of their philosophy of life and by which they can evaluate behavior and in terms of which they will judge and act in particular situations. Without such a sense of values at the heart of their approach to life they will be at the mercy of the influences of evil and folly even should they be able to pierce the dark tangle of misrepresentation with which men conceal truth.

Besides the conscious and unconscious conditioning and indoctrination by adults, there is another impor-

(Continued on page 35)

* Material from the works of Frans Boas and the study of the work of Watson and Pavlov should help greatly.

Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Anna W. M. Wolf, Editor

A few nights ago my husband picked up the evening paper and on seeing an announcement that three German submarines had been destroyed, exclaimed, "Boy, that's wonderful! I hope they sink every one of them." My small boy of seven was standing nearby and wanted to hear all the facts—and naturally what became of the men in the submarine. Did they drown? Were they slowly suffocated? Did they have children? My husband and I immediately tried to retrace our steps and modify our jubilation, but I felt our efforts were lame. The cat was out of the bag. We were left wondering what the effect could be on our son, of seeing his usually gentle parents give voice to such bloodthirsty sentiments.

I'm afraid there is no way around this kind of thing. One of the facts of war is that perfectly decent people do wish for the destruction of other perfectly decent people. In talking with your child I would not minimize these realities. Perhaps you could say something like this: "Yes, those people in the submarines were all killed. Probably they were a good deal like the people who are our good friends. Probably they had wives and children who will be very sad. War is bad and this is one of the bad things about it. We must never forget that we must all work for the kind of world in which there will be no war." Perhaps something like this is enough. Or perhaps you will want to explain to your child why you want to see the Germans defeated. I doubt whether he will understand, because if you are right in your estimate of what was going on in him, the glaring cruelties are for the moment uppermost in his mind. Adult rationalizations are not likely to have weight. Don't try to be too consistent. Certainly your child will be to some extent confused and hurt. Or perhaps he will be less confused and hurt than you are or than you think he ought to be. On the whole, parents are too hopeful and too insistent about making life appear sweet and rational to children. In the face of war this is simply impossible, and it is probably better to make up your mind to let the child face the crude facts in his own way.

My son is ten years old, a happy youngster who takes things as they come and is not

too sensitive. He is looking forward eagerly to his Christmas gifts—a long desired bicycle, books, a more complete album for his stamp collection. As I am gathering them together, however, I am troubled that all this is being done just for John, who is an only child. I know that he will accept his gifts with pleasure, but also with complacency, as if they were his due. So far he has shown little interest in giving to others, except for the routine ash-tray and paper-weight he brings home to us from school. To what extent can I make him conscious of those who are less fortunate than he, and how can he be made to wholeheartedly participate in giving?

Your dilemma is one that concerns many people who are sensitive to the tremendous inequalities of the world as it is today. Children gradually become aware of the fact of poverty, and while some fear it, others often accept it without question.

But you of course are concerned about bringing out the issues in a more direct, personal way. How can your boy learn to give as well as receive? The answer can only be worked out slowly, by getting him to share, first with those around him. You can encourage him to give more thought to the presents he will give to the family, by planning things with him and helping him either to make simple gifts or buy them out of his allowance at the "Five-and-Ten." The maid in the house, the laundress perhaps, can easily be brought into the plan. It is also possible to extend this outside of his immediate circle, but this is best done if he sees you undertake something of the kind yourself, to which he can contribute. A box of warm clothing and outgrown books and toys in good condition sent even to an unknown family can be gathered together in a spirit of sharing those things of which we have more than we need. This can be handled in a matter-of-fact way so as to avoid the sentimental, patronizing tone which defeats your real purpose. We do not want our children to play Lady Bountiful to the little match girl; we would rather stress the idea of trying to work out inequalities a bit, even though we know that what we do does not strike at the root of poverty and want.

With children, giving becomes more real when

they actually choose gifts instead of just sending money—real in the sense of arousing a thoughtful awareness of what other persons might need. They sometimes get a special value out of giving to those they do not know at all. A girl of eleven was helping to pack a box of wooden toys made by her school group to send to children in a southern school. "I'm glad they live so far away," she said, "then they won't feel they owe us anything." In these delicate relationships, children are often more sensitive than many adults.

I've tried to bring up my daughter to be tolerant and fair, and so I was astonished to have her refuse to invite one of the neighborhood children in to play because "She's a German and the other children won't play with her." She's fourteen years old, and I feel that her attitudes now will have permanent effect on her personality.

You need not feel too discouraged—at her age children are particularly sensitive to group pressures. You cannot, perhaps, persuade her to go counter to the opinions of her friends, but you can help her to evaluate these opinions for herself. Does she, for example, know anything about the little "German" girl? Does she know whether she and her family are sympathetic with Germany's present politi-

cal ideals? American children nowadays, and grown-ups also, are too ready to label all German-Americans "Nazi," when, as a matter of fact, only a small percentage of them approve of Nazi ideas.

You can help your child to appreciate the problems of children of foreign parents adjusting to a different land, different ideals of government. If you are sincere in your own democratic ideals—that is, if you practice democracy and tolerance in your daily relationships with people—your child will eventually be impressed with these ideals, however she may fail in the immediate application of them. She will be impressed, too, by what you say, or do not say, in commenting on daily news items—whether you condemn whole peoples for the acts of their leaders, whether you sympathize with the suffering of people, whatever their political complexion.

In the immediate situation, it might help this particular little German girl if you can introduce your daughter and her friends to some excellent historical stories which show the friendly and heroic contributions of many Germans to American democracy. And you may find an opportunity to be friendly yourself toward this child and set the pace for a general change of attitude. One can only reiterate that your own honest actions and reactions in relation to people of other beliefs will have a deep effect upon your daughter's attitudes.

Suggestions for Study: Interpreting the World to Our Children

TOPICAL OUTLINE

I. THE PARENTS' DILEMMA

1. Parents' personal confusion about the large issues of the day—capital and labor, individualism and totalitarianism, war and peace, marriage and the family, education, religion.
2. Need for adult thinking on these questions.
3. Need for adult action on these questions.
4. Parents' tendency to overprotect their children from inconsistencies and ugliness of all kinds.

II. WHAT SHALL WE TELL OUR CHILDREN?

1. About poverty, crime, disease, war and cruelties of all kinds. Will knowledge of these things frighten, depress, or tend to make them feel insecure?
2. Security—what is it? To what extent is it threatened by the realities of the outside world? To what extent by inner emotional conflicts?
3. Dangers of "overloading" children with problems they cannot solve. Importance of remembering the child's age and mental capacity for comprehending what is offered.
4. The "sensitive" child; the indifferent child; the child who has fears. Does he require special treatment? What kind?

III. PREJUDICES

1. Common prejudices among adults today—racial, religious, national, economic. Tendency to fear what is different from us. Tendency to regard "different" as "inferior." Can prejudices be reasoned away?
2. Children and prejudices. Are they "natural" to children? The contagion of prejudices. Ways and means of developing tolerance in children. Importance of home attitudes day by day.
3. Danger of prejudices. To those against whom the prejudice is directed. To those who have the prejudice. To our national life. Americanism—what does it mean?

QUESTION FOR DISCUSSION

David, aged nine, whose family has more means than most of his schoolmates, has recently become good friends with a boy from a very poor home in a poor neighborhood close to the railroad tracks. His mother is afraid to let him go there to play, not only

(Continued on page 33)

Science Contributors

THE STATUS OF IMMUNIZATION TODAY

By H. LAURENCE DOWD, M.D.

DURING the past twenty-five years remarkable progress has been made in conquering, one after another, the diseases which for centuries have raged in epidemics, taking millions of lives and devastating populations. Today we have safe and effective methods of protection against smallpox, diphtheria, measles, typhoid fever, rabies (hydrophobia) and tetanus (lockjaw). Against certain other diseases specific injections are being used, but they are still experimental and not proven. This fact should be recognized and appreciated. This second group includes whooping cough, scarlet fever, mumps, chickenpox, poliomyelitis (infantile paralysis), meningococcus meningitis (brain fever), influenza, pneumonia and the "common cold."

Natural immunity and susceptibility to disease are largely a matter of heredity, nutrition and environment. The new-born baby is protected from disease, in most instances for several months, by virtue of a passive immunity inherited from the mother, and in addition because of a resistance to disease inherent in young growing tissue. But this early temporary immunity is gradually lost and a permanent active immunity must be substituted. Good nutrition is a great aid in maintaining resistance to disease, but susceptibility is often the result of a defective immunity mechanism so that a fat, healthy-looking boy may catch all the communicable diseases, while his sickly-looking sister may have enough natural immunity to escape everything. In the most congested districts of New York City will be found the least number of diphtheria susceptibles, in the rural sections the greatest number. This situation is the result of influences that are partly hereditary, but chiefly environmental. It is due to the fact that immunity is acquired in crowded districts through frequent contact with diphtheria bacilli in small doses.

The so-called respiratory diseases — influenza, grippe, pneumonia, and the "common cold" are with us the year 'round and occur frequently in epidemic form. Influenza ("flu") occurred in 1918 as a worldwide epidemic and caused millions of deaths during the World War. Civilians who died of "flu" and pneumonia outnumbered the soldiers who were killed in battle or died of wounds.

"Colds" annually cause more disability and loss of time from school and play than all other acute diseases put together, and pneumonia is very frequently preceded by a cold. The hemolytic streptococcus is a dangerous germ that is often associated with the "common cold" and may cause complications such as mastoiditis, sinusitis, bronchitis, and even meningitis. There are many types of cold vaccines which may be tried as a possible protection, but their chief use and value is probably against the complications mentioned. At the onset of a cold, put your child to bed. This is the best advice anyone could give. Colds are very contagious and potentially serious. If a child is subject to frequent colds, the cause may be an adult in the household with a chronic nose or throat infection, too many sweets or starches in the child's diet, or excessive fatigue, either mental or physical.

The mortality of pneumonia has been steadily declining in recent years, due to the use of specific type serum. Very recently the control of this disease has been shown to lie largely in the early administration of the drug sulfapyridine, with or without serum, if there are no contraindications. Either or both may be used, at any age, though the use of this drug is not without danger on account of its effect on the blood cells. It is a common experience that children do much better than adults in recovering from pneumonia. Vaccination against this disease is still experimental.

Whooping cough attacks over 200,000 children annually, with over 5,000 deaths, chiefly among infants because they have, unfortunately, very little maternal immunity to this disease. As a rule, death is due to a complicating pneumonia. Immunization may be tried in the second half year. The vaccine is given in three injections, one to three weeks apart. It is claimed that adequate protection follows this procedure inside of four months for most infants; and that in the case of a child who fails to attain complete immunity, the disease will appear in a definitely modified form if he develops an attack of whooping cough. Reactions to the injections are chiefly local and rarely severe or general.

Scarlet fever immunization has been in successful use for several years now, the scarlet fever toxin being

used for active immunity. But because of the uncertainty of the immunization acquired, and the reactions from the injections which have been so severe and so constant, the method has not been put to universal use. In addition, the disease has been mild in recent years. But if a child has a definitely positive Dick Test (similar to the Schick Test) and scarlet fever is showing an unusual incidence or severity, immunization may be done, but not before eighteen months of age. The injections, however, should be given very carefully, in diluted dosage over a longer period of time than is usually recommended, checking all possible reactions as a guide to dosage. Personnel of contagious disease hospitals and children in various institutions should be immunized, but it is not recommended as a general public health measure. Scarlet fever convalescent serum (a serum obtained from patients who have had the disease) may be given to those children who have been exposed to scarlet fever; and in the treatment of an acute case this will shorten the course, reduce the incidence of complications and lower the mortality rate. The passive immunity so acquired lasts only ten days to two weeks.

Mumps and chickenpox are probably virus diseases, with long incubation periods (about three weeks), as compared with measles (about two weeks) and scarlet fever (two to seven days). There is no sure method of protection against them. The use of convalescent or adult immune serum, which confers only a temporary or passive immunity, may be tried in an epidemic or in case of a sickly child, for a possible protection against or modification of the disease.

Poliomyelitis (Infantile paralysis) immunization is still in the stage of experimentation and fails to satisfy the requirements that it is safe, effective and useful. Reports from both the laboratory and the clinical fields indicate that present methods are far from safe. Their use in pediatric practice is therefore not recommended. Convalescent serum has no use in prevention but possibly some value in the treatment of poliomyelitis, if given within twenty-four hours of the onset. All authorities do not agree on the effectiveness of serum, but agree that it cannot do any harm.

Meningococcus meningitis (brain fever) is a specific disease, occurring sporadically and in epidemics, caused by a germ which is well known, found usually in the spinal fluid, frequently in the blood. The treatment is the injection of the specific anti-meningococcus serum or the antitoxin. Carriers are always present in a community. Occasionally a child is discovered with a subacute, chronic or relapsing form

of the disease, which responds well to serum treatment. But no method of immunization has been developed against this disease for universal use, because the disease is not very prevalent, and there has been no persistent demand for it. Sulfanilamide has given dramatic results in treatment and may supplant serum or be used in combination with serum.

Smallpox is a disease for which there is not the slightest excuse today. We have had a specific means of immunization against it since Jenner, in 1796, performed the first successful vaccination. The intelligent people in the United States must continue vigorously their efforts to make vaccination universal.

Vaccination against smallpox is advised for healthy infants either at about five or six months of age, or not until the first twelve teeth have appeared, at about eighteen months, so as to avoid the months of teething. The vaccine should be fresh. The most common method at present is the one where a quarter-inch scratch on the skin of the upper arm is used. The multiple puncture method through vaccine placed on the freshly prepared skin is rapidly supplanting the first method. An intracutaneous injection method has been developed which may simplify vaccination considerably, but it is still in the experimental stage. Vaccination in the early months produces less reaction than when done later.

Smallpox vaccination should be repeated at five or six years of age. It is compulsory in most communities at this age. Later revaccination should be insisted on at the age of twelve, in the presence of an epidemic, any increase in the number of reported cases in the United States, or when traveling abroad.

During the past few years there has been a steady increase in the incidence of smallpox, from 7,813 cases reported in 1936 to 14,335 in 1938—all among unvaccinated persons. This increase is due to several factors: the lack of compulsory vaccination law in many states (about twelve); a decreasing fear of the disease, the result of the mildness of smallpox in recent years; and to the activities of the organized antivaccination forces, composed to a large extent of fanatics, or conscientious objectors with no community spirit.

Diphtheria, a highly contagious disease, is likewise preventable, and there should be a universal public health law making diphtheria immunization compulsory. Every infant between the ages of nine and twelve months should receive, at one month apart, three injections of plain toxoid or two injections of alum precipitated toxoid, or one of each, followed by a Schick Test in six months. The Schick Test is

read in seventy-two hours and again in seven days, when any false reaction will probably have disappeared and the primary pinkish area of a positive reaction will be showing an area of brown pigmentation. A negative Schick at this time indicates complete immunity, while a positive test requires a reinoculation with toxoid. As the majority of infants at about the age of nine months have lost their maternal passive immunity and have a positive Schick, showing a lack of immunity, this age is recommended as the time that infants should receive the preventive inoculations, without doing a previous Schick.

Since there seems to be a gradual loss in the anti-toxic content of blood in about one-third of the children injected, it is necessary to repeat the Schick Test at five and twelve years of age and reinoculate with toxoid if the Schick is positive. Under ordinary conditions sufficient antitoxin in the body to prevent the development of a positive Schick Test will also prevent the development of diphtheria. In the case of an unprotected child or where the toxoid injections have only recently been completed, the injection of 500 units of diphtheria antitoxin will give a passive immunity for from twelve to twenty days. This should always be done when such a child has been exposed to an active case.

Certain children of school age and certain adults are allergic, that is, hypersensitive to the killed bacteria in vaccine and the horse serum in antitoxin, and often present so-called false reactions in skin tests and unusually severe reactions to injections. It is therefore necessary to know the difference between a false or pseudo reaction and a true one in doing skin tests, and to observe precautions when giving such individual injections. Fortunately there are adequate tests for determining persons who react badly to injections.

Measles, a highly contagious disease, averaging about 500,000 cases and nearly 3,000 deaths yearly, is now definitely controllable with the use of convalescent measles serum. It should be used with routine regularity for protection or modification. All children under five years of age should be given protection, and after five years the disease may be modified, protecting only the weak and sickly. As a mild attack confers just as complete and permanent an immunity as a severe one, it is good practice to let exposed healthy children over five years of age have an abortive attack and get it over with.

To prevent the disease, 5 cc. of convalescent measles serum is given, at the time of exposure, to infants under one year of age; 10 cc. to children from

one to ten years of age; and thereafter 1 cc. for every year of age. For special reasons the original injection is frequently repeated four days later. To modify the disease, one-half the amount necessary to protect is given, or the injection of serum is delayed until the eighth or ninth day after exposure.

Blood from adults who have had measles, or the serum from this blood, or the globulin fraction of serum obtained from pooled placental blood may be used. But to accomplish the same results as convalescent serum gives, large amounts of adult whole blood—as much as 60 to 80 cc.—would have to be used. This is difficult to inject and leaves lumps which have to be absorbed. Placental extract at times gives uncomfortable reactions. Pooled serum from measles-immune adults is only one-fourth as effective as convalescent measles serum, obtained from a recent case, within four months of the attack. A supply of this is available, day or night, at the Board of Health laboratories in New York City and many other communities.

Typhoid fever is such a serious disease that everyone should receive preventive inoculations. They are a proven and effective method of protection. However, it must be pointed out that the immunity obtained, always using the triple typhoid and paratyphoid vaccine, is transient, effective for about three years, useful in epidemics, sporadic outbreaks, for older children going to summer camp, where there is doubt as to the quality of drinking water, or before traveling in foreign countries. These inoculations can be given at any age for special reasons, but as a rule should be insisted on between the ages of seven and sixteen years, on account of the increasing danger of exposure.

Hydrophobia (rabies) is a virus disease, prevalent all year 'round, especially in the spring, with an incubation period of three to eight weeks, with symptoms appearing in humans after being bitten by a dog infected with rabies. Protection against the human form of the disease lies in its prevention by means of the Pasteur prophylactic treatment. The treatment gives practically 100% protection. The Pasteur Institute of Paris treated 6,156 cases over a ten-year period from 1924 to 1933 with only one death. During 1938, in New York City, 397 persons were in contact with 86 rabid dogs, 93 were bitten, about 50% children; 245 of these contacts took the Semple treatment, a variation of the Pasteur, with no deaths. It is generally recommended that this treatment be given as soon as possible after a dog bite, but it is

(Continued on page 32)

Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association

THIS list has been selected and arranged to meet a broad range of reading interest and a variety of individual tastes. The age grouping is not intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated.

FOR THE YOUNGEST

Ages Two, Three and Four

TOWN. COUNTRY. By Clement Hurd. William R. Scott. Each 14 pp. Each \$1.25. Two panorama picture books with a suggested outline of a story to be filled in by the reader or the listener.

***THE NOISY BOOK.** By M. W. Brown. Illustrated by L. Weisgard. William R. Scott. 42 pp. \$1.00. Every-day noises made almost audible in words and pages splashed with unusual colored pictures.

SUSIE MARIAR. Illustrated by Lois Lenski. Oxford. 40 pp. \$1.00. Hilarious pictures illustrate this nonsensical old nursery rhyme.

LULU. Illustrated by Charlotte Steiner. Doubleday Doran. 18 pp. \$1.00. An amusing bit of a story told without words, in highly expressive drawings.

TIME FOR BED. By Inez Bertail. Illustrated by Ninon Macknight. Doubleday Doran. 30 pp. \$50. A homey tale of a small boy's daily doings.

***COUSIN TOBY.** Written and illustrated by Clare Turlay Newberry. Harper. 28 pp. \$1.50. A perfect every-day story, ending with a welcome to the new baby brother. Exquisite illustrations.

ALEXANDER THE GANDER. Written and illustrated by Tasha Tudor. Oxford. 46 pp. \$75. Adventures of a naughty gander in a charming miniature picture book, small enough for the Christmas stocking.

THE GAY A B C. Written and illustrated by Francoise. Scribner. 52 pp. \$1.50. Modern design and gay color make this an attractive addition to the A B C family.

Ages Five, Six and Seven

***A PINT OF JUDGMENT.** By Elizabeth Morrow. Illustrated by Susanne Suba. Knopf. 44 pp. \$50. A tender little story of a family Christmas, in a tiny book.

***LITTLE TOOT.** Written and illustrated by Hardie Gramatky. Putnam's. 92 pp. \$1.50. Delectable pictures animate a perfect story of a young and headstrong tug-boat who reforms in a grand way. This should become a classic for five-year-olds.

MIKE MULLIGAN AND HIS STEAM SHOVEL. Written and illustrated by Virginia Lee Burton. Houghton Mifflin. 46 pp. \$1.50. Action aplenty in a humorous picture-story book.

MADELINE. Written and illustrated by Ludwig Bemelmans. Simon & Schuster. 44 pp. \$2.00. When the smallest of twelve schoolgirls in Paris has a pain at night, the adventure begins, with inimitable water-colors to heighten the nonsense.

WELL, ABOUT THE PENGUIN. Written and illustrated by Price Day. Simon and Schuster. 30 pp. \$75. Perfect nonsense about a penguin and his astonishing travels.

THE UGLY DUCKLING. By Walt Disney. Lippincott. 38 pp. \$1.00. An appealing adaptation of the familiar Andersen story, enhanced by Disney pictures at their best.

COCK-A-DOODLE-DOO. By Berta and Elmer Hader. Macmillan. 54 pp. \$2.00. An artistic and lovely barn-yard picture book with a thread of a story.

MR. HEINE AND SCROOT. By Aldarilla S. Beistle. Illustrated by Mary Alice Beistle. David McKay. 36 pp. \$1.00. A pampered dachshund and his disreputable friend make a humorous picture-story.

KALU THE LLAMA. By Richard C. Gill. Illustrated by Nils Hogner. Holt. 32 pp. \$1.00. Rich humor in a tale from a strange land in the Andes, with illustrations which catch the spirit admirably.

THE BURRO THAT HAD A NAME. By Lorraine and Jerryold Beim. Illustrated by Howard Simon. Harcourt Brace. 62 pp. \$1.25. A little Mexican boy and his burro, in an appealing picture book.

NEEDLES. Written and illustrated by Elsie Bindrum. Lothrop Lee & Shepard. 46 pp. \$1.00. The porcupine achieves a story of his own in these hilarious adventures of an unusual pet. Amusing black-and-white pictures.

STRING AND THE NO-TAIL CAT. By Christine Noble Govan. Illustrated by Susanne Suba. Houghton Mifflin. 40 pp. \$1.25. A lively tale of a little colored boy's search for a pet and the unexpected adventures it brings. In dialect.

MRS. MALLABY'S BIRTHDAY. By Helen Earle Gilbert. Illustrated by Winifred Bromhall. Rand McNally. 46 pp. \$1.00. A heart-warming little picture-story book with the friendly flavor of a wish fulfilled.

NICODEMUS AND THE GANG. Written and illustrated by Inez Hogan. Dutton. 56 pp. \$1.00. Building a clubhouse creates more humorous adventures for this appealing little colored boy and his friends.

JUST AROUND THE CORNER. By Catherine Beebe. Illustrated by Robb Beebe. Oxford. 78 pp. \$1.25. Thoroughly enjoyable account of real children, in search of signs of spring.

THE YOUNG AUNTS. By Alice Dalgliesh. Illustrated by Charlotte Becker. Scribner's. 116 pp. \$1.75. Two little girls help with the care of their infant nephews—the happiest kind of a job for any little girl. Good for self-reading.

THE CHOSEN BABY. By Valentina P. Wasson. Illustrated by Hildegard Woodward. Carrick & Evans. 46 pp. \$1.50. Telling in simple text and attractive pictures the story of a baby's adoption.

FAIR PLAY. Written and illustrated by Munro Leaf. Stokes. 94 pp. \$1.50. The how's and why's of democratic law and order explained in a simple and humorous way, enlivened by the author's jolly drawings.

***TOLD UNDER THE MAGIC UMBRELLA.** Selected by the Literature Committee of the Association for Childhood Education. Illustrated by Elizabeth Orton Jones. Macmillan. 248 pp. \$2.00. An outstanding collection of modern fanciful stories for younger children, including "Ask Mr. Bear," "Little Old Woman," "The Bojabi Tree," and thirty others.

* The books starred are of outstanding merit and quality.

BEFORE THINGS HAPPEN. By Dorothy Aldis. Illustrated by Margaret Freeman. Putnam's. 86 pp. \$1.50. Gay little verses, well flavored with humor, about people and things a young child sees.

FOR THE ELEMENTARY YEARS
Ages Seven, Eight, Nine and Ten

JOEY GOES TO SEA. By Allan Villiers. Illustrated by Victor J. Dowling. Scribner. 66 pp. \$1.50. True story of a sea-going kitten, with lively pictures.

THOMAS RETIRES. Written and illustrated by Margaret Van Doren. Viking. 34 pp. \$1.00. Amusing story of an old milk-horse who loves the hustle, bustle and smell of the city, and refuses to be "rescued" from it.

ADVENTURES OF THE LITTLE WOODEN HORSE. By Ursula Moray Williams. Illustrated by Joyce L. Brisley. Lippincott. 204 pp. \$1.50. When the old toy-maker falls sick, the little wooden horse sets out to make a fortune, and after many adventures, returns to his master.

PETER WAS A PIRATE. By Katharine Morse. Illustrated by Marion Downer. Dutton. 60 pp. \$1.50. Robust rollicking nonsense for children who can take pretty strong phantasy in their stride.

KONGO THE ELEPHANT. By E. Cadwallader Smith. Illustrated by Anne Vaughan. Knopf. 78 pp. \$2.00. The life story of the African elephant, authentic and colorfully illustrated.

LITTLE ELEPHANT COMES TO TOWN. Written and illustrated by Doris Estcourt. Oxford. 118 pp. \$1.50. A pigmy elephant runs away from a circus and becomes the pet and playmate of two lucky children.

*WIGGINS FOR PRESIDENT. By Walter R. Brooks. Illustrated by Kurt Wiese. Knopf. 254 pp. \$2.00. Political activities and intrigue keep our old friends, the animals on Mr. Bean's farm, busy in their inimitable and highly amusing way.

FIRE! THE MASCOT. Written and illustrated by Paul Brown. Scribner. 90 pp. \$2.00. Fire-fighting in the days of horse-drawn engines and dog mascots, is the theme of this exciting story, with many lively drawings.

THE PENGUIN TWINS. By Jane Tompkins. Illustrated by Kurt Wiese. Frederick Stokes. 116 pp. \$1.50. Two young penguins live and learn in the first year of their lives in the Arctic.

CINDERS. By Katharine Gibson. Illustrated by Vera Bock. Longmans Green. 134 pp. \$1.50. What happened to Cinderella's coachman after that fatal midnight, makes a delectable tale.

THE KING'S STILTS. Written and illustrated by Dr. Seuss. Random House. 22 pp. \$1.50. Another nonsense picture-story by the author of "Mulberry Street," this time with an exciting plot, a hero, a villain and everything.

MR. SCRUNCH. By Helen and Alf Evers. Rand McNally. 44 pp. \$1.00. A book full of laughs about the inventions of Mr. Scrunch who "uninvents" them in the end.

NOT REALLY! By Lesley Frost. Illustrated by James Reid. Coward-McCann. 126 pp. \$1.75. Exhilarating nonsense about two little girls, their astonishing mother and their tame giraffe.

MOLLY WHUPPIE. Retold by Joseph Jacobs. Illustrated by Pelagie Doone. Oxford. 44 pp. \$1.50. A hair-raising old English fairy tale with artistic and unusual illustrations.

THE HAPPY FLUTE. By Sant Ram Mandal. Edited and illustrated by Dorothy P. Lathrop. Frederick Stokes.

54 pp. \$1.50. A deeply philosophical Hindu legend beautifully retold and illustrated.

LAND FROM THE SEA. Written and illustrated by Edna Potter. Longmans Green. 64 pp. \$1.50. Recitation of the Zuider Zee interestingly woven into a pleasant story about two children of modern Holland.

TREASURE IN GASPEY. Written and illustrated by Amy Hogebook. Dutton. 116 pp. \$2.00. Short tales of the simple but exciting life of little French Canadians.

JAN AND THE WONDERFUL MOUTH-ORGAN. By Leclaire Alger. Illustrated by Charlotte Becker. Harper. 178 pp. \$2.00. Legends and customs in picturesque Slovakia form the background of this lively tale of Jan.

PEDRO, NINA and PERRITO. By Lily Duplaix. Illustrated by Barbara Latham. Harper. 48 pp. \$1.50. A gay account of the daily life of two children of New Mexico, beautifully illustrated.

LUCIO AND HIS NUONG. Written and illustrated by Lucy Herndon Crockett. Holt. 48 pp. \$2.00. How a little Filipino boy masters the great, bad-tempered water buffalo. Much local color and engaging pictures.

CHANG CHEE. By Melicent Humason Lee and Jung Ho. Illustrated by Laura Bannon. Harper. 138 pp. \$1.50. Story of a little Chinese boy and his ambition to become a great artist, told against colorful native background.

SARAH FAITH ANDERSON: HER BOOK. Written and illustrated by Elvira Garner. Julian Messner. 104 pp. \$2.00. A dainty story about a little girl of a hundred years ago—and her descendant of today who follows in her footsteps. Gay decorative illustrations.

*LITTLE AMISH SCHOOLHOUSE. By Ella Maie Seyfert. Illustrated by Ninon MacKnight. Crowell. 136 pp. \$2.00. Through the eyes of a little Amish girl, we see a warm and lively picture of this upright Pennsylvania Dutch sect made vivid by exceptionally lovely pictures.

SKIPPACK SCHOOL. Written and illustrated by Marguerite de Angeli. Doubleday Doran. 84 pp. \$2.00. Early Mennonite settlers in Pennsylvania, their family and school life, in an appealing story, prettily illustrated.

GRASSHOPPER GOLD. Written and illustrated by Grace and Olive Barnett. Oxford. 90 pp. \$1.50. Pioneering down the Missouri River to Montana, two children find adventure and mystery in a really exciting story.

*NOT SO LONG AGO. By Ruth Langland Holberg. Illustrated by Richard A. Holberg. Crowell. 132 pp. \$1.75. The Chicago Exposition, the newly discovered wonders of electricity, the telephone and other marvels, make this an engrossing story of childhood in the nineties. Excellently illustrated.

AUGUSTUS AND THE RIVER. Written and illustrated by Le Grand. Bobbs-Merrill. 128 pp. \$1.50. Life has never a dull moment for a family whose home is a shanty boat, heading South on the Mississippi.

DODY AND CAP-TIN JINKS. By Helen Ferris. Illustrated by Grace Paul. Doubleday Doran. 60 pp. \$1.50. Seven is too young, but eight is just the right age for a little girl to have a canary for a pet.

THE WORLD IS ROUND. By Gertrude Stein. Illustrated by Clement Hurd. William R. Scott. 68 pp. \$2.50. A symphonic phantasy in words and color tones, done in the characteristic style of its noted author, appropriately printed in blue on vivid rose.

ABRAHAM LINCOLN. By Ingri and Edgar Parin D'Aulaire. Doubleday Doran. 54 pp. \$2.00. A picture-book life of Abraham Lincoln, up to the time of his assassination, full of warmth and color. Handsome illustrations.

(Continued on page 22)

* The books starred are of outstanding merit and quality.

BOOKS of the YEAR for CHILDREN

(Continued from page 21)

*MILLET TILLED THE SOIL. By *Sybil Deucher and Opal Wheeler*. Illustrated by *Dorothy Bayley*. Dutton. 96 pp. \$2.50. The life of Millet, portraying his peasant childhood and his artistic success. Beautifully written, with many reproductions of Millet's own masterpieces.

FRANZ SCHUBERT AND HIS MERRY FRIENDS. By *Opal Wheeler and Sybil Deucher*. Illustrated by *Mary Greenwalt*. Dutton. 124 pp. \$2.00. Like its predecessors, this life of a famous musician is presented in an interesting and childlike manner.

THE SINGING COBBLER. By *J. L. Salzburg*. Illustrated by *Sidney Lazarus*. Harper. 134 pp. \$1.75. Imaginative short stories, humorous and original.

FIFTEEN TALES FOR LIVELY CHILDREN. By *Margaret Baker*. Illustrated by *Mary Baker*. Dodd Mead. 144 pp. \$1.75. A collection of fast-moving, humorous tales, full of originality. Characteristic silhouettes.

THE CASTLE IN THE SILVER WOOD. Retold by *Ruth Bryan Owen*. Illustrated by *Marc Simon*. Dodd Mead. 182 pp. \$2.00. Folk tales of Scandinavian origin told with rare simplicity and beauty.

FOR THE INTERMEDIATE YEARS Ages Ten, Eleven and Twelve

PRINCESS SEPTEMBER AND THE NIGHTINGALE. By *W. Somerset Maugham*. Illustrated by *Richard C. Jones*. Oxford. 30 pp. \$2.50. A slender fairy tale by a famous author, with exquisite illustrations, makes a lovely gift book.

OLD HANK WEATHERBY. By *Dorothy Hogner*. Illustrated by *Nils Hogner*. Oxford. 72 pp. \$1.50. Hilarious mishaps of a farmer who becomes a hero in an unexpected way. Illustrations in character.

TALL TIMBER TALES. By *Dell J. McCormick*. Illustrated by *Lorna Livesley*. Caxton Printers. 156 pp. \$2.00. Real Americana in the form of tall and humorous tales about that fabulous hero, Paul Bunyan.

COWHAND GOES TO TOWN. By *Phil Stong*. Illustrated by *Kurt Wiese*. Dodd Mead. 86 pp. \$2.00. Hilarious account of young Sam's first round-up and of his trip with a load of steers to Kansas City.

THE CURIOUS LOBSTER'S ISLAND. By *Richard W. Hatch*. Illustrated by *Marion Freeman Wakeman*. Dodd Mead. 264 pp. \$2.00. The odd experiences on land and sea of our old friends, the lobster, the bear and the badger.

THE MAGICAL JUMPING BEANS. Written and illustrated by *Eleanore Hubbard Wilson*. Dutton. 102 pp. \$1.50. Betto's magic beans jump him into various epochs of Mexico's exciting history, and jump him back to today at the end.

THE VALLEY OF THE LARKS. By *Eric Purdon*. Illustrated by *Graham Peck*. Farrar & Rinehart. 134 pp. \$1.75. Dramatic story of a little Mongolian girl's adventures against Japanese brigands.

WHO IS JOHNNY? Written and illustrated by *Leopold Gedö*. Translated by *Kate Seredy*. Viking. 242 pp. \$2.00. Adventures of a little negro boy, born in Hungary, and his plucky and successful search for his unknown father.

*THE COPPER KETTLE. By *Annette Turngren*. Illustrated by *Dorothy Bayley*. Nelson. 280 pp. \$1.50. A rich picture of Swedish life in a story of a most engaging little girl, her family and friends.

* The books starred are of outstanding merit and quality.

MOUSEKNEES. By *William C. White*. Illustrated by *Avery Johnson*. Random House. 144 pp. \$1.75. A colored boy is the young hero of these pleasantly humorous tales of life on a West Indian Island. Excellent black and white illustrations.

THE MYSTERY AT EAST HATCHETT, or, ERIC THE PINK. Written and illustrated by *Peggy Bacon*. Viking. 170 pp. \$2.00. A simple mystery is solved by a small boy in this casual, amusing story of children at the seashore.

THE FAMILY FROM ONE-END STREET. Written and illustrated by *Eve Garnett*. Vanguard Press. 212 pp. \$2.00. A leisurely book (for the child who enjoys reading) of the amusing doings of Mr. and Mrs. Ruggles and their seven enterprising offspring.

JOAN AND THE THREE DEER. By *Marjorie Medary*. Illustrated by *Kurt Wiese*. Random House. 160 pp. \$2.00. A little girl finds three friendly wild deer delightful companions in this charming story of the Bay of Fundy. Beautiful illustrations.

CIRCUS SHOES. By *Noel Streatfeild*. Illustrated by *Richard Floethe*. Random House. 402 pp. \$2.00. Two children spend an interesting season with an English circus. The show people and animals come to life in an appealing story.

BRIGHT MORNING. By *Charlie May Simon*. Illustrated by *Howard Simon*. Dutton. 242 pp. \$2.00. A lively and lovable family struggle with poverty and triumph over small-town snobbishness, in this cheerful "homey" story.

FIVE BUSHEL FARM. By *Elizabeth Coatsworth*. Illustrated by *Helen Sewell*. Macmillan. 152 pp. \$2.00. Andrew finds his long-lost father, a brand new mother, and happiness in this story of old New England. (A sequel to "Away Goes Sally.") Quaint illustrations.

THE LITTLE HOUSE ON RUNNERS. By *Marjorie Hayes*. Illustrated by *George and Doris Hauman*. Little, Brown. 274 pp. \$2.00. A story, rich in American background, in which the hero and heroine spend an eventful winter in the Boston of 1833, go to school, meet famous people, and help a runaway slave.

RUNAWAY LINDA. By *Marjorie Hill Allee*. Illustrated by *David Henricken*. Houghton Mifflin. 220 pp. \$2.00. Convincing story of life on a prosperous Indiana farm in 1875 and of two runaway orphans who are adopted by a wholesome family.

PIXIE ON THE POST ROAD. Written and illustrated by *Eleanore Hubbard Wilson*. Dutton. 212 pp. \$2.00. With Colonial New England as a background, this mystery story for girls is built around a foundling baby.

OCEAN-BORN MARY. Written and illustrated by *Lois Lenski*. Stokes. 368 pp. \$2.00. Lively adventure, set in an early New England seaport, enhanced by the author's characteristic pictures.

*GIVE ME A RIVER. By *Elizabeth Palmer*. Illustrated by *Richard Holberg*. Scribner. 152 pp. \$1.75. Pioneering in Minnesota, the children of Swedish settlers have delightful experiences which are climaxed in a concert by Jenny Lind. Delightful illustrations.

BY THE SHORES OF SILVER LAKE. By *Laura Ingalls Wilder*. Illustrated by *Helen Sewell and Mildred Boyle*. Harper. 260 pp. \$2.00. Another fine homespun tale of the Ingalls family, homesteading in the Middle West.

GOLDEN GATE. Written and illustrated by *Valent Angelo*. Viking. 274 pp. \$2.00. An Italian boy's introduction to American life, his difficulties and adjustments, in a book distinguished for its fine writing, format and illustrations.

(Continued on page 24)



Children's Books to place beneath the tree!



TOLD UNDER THE MAGIC UMBRELLA

*Literature Committee of
the Association for Childhood Education*

A collection of modern imaginative stories for youngest readers—the fourth volume of the famous Umbrella Series. Over thirty stories by famous authors, with many amusing illustrations by Elizabeth Orton Jones. (Ages 6-10.) \$2.00

BLACK, BAY AND CHESTNUT

by C. W. Anderson

An ideal book for horse lovers of any age! Here are unusual characteristic stories and twenty-two beautiful full-page lithograph portraits of famous horses, such as Man o' War, Omaha, Seabiscuit. (Send for descriptive folder.) \$2.50

DOLL COTTAGE

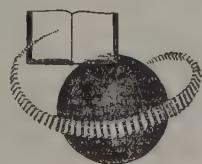
by Adele de Leeuw

A young girl's hobby of making character dolls turns into a career that brings her new happiness. Illustrated. (Ages 12-16.) \$2.00

FIVE BUSHEL FARM

by Elizabeth Coatsworth

The exciting adventures of a little boy and girl in New England in pioneer days! Illustrated by Helen Sewell. (Ages 8-10.) \$2.00



Books Around the World

Here is a collection of books to take you on a trip around the world. Share the experiences of boys and girls in far-away lands. (The descriptive circular, *Books Around the World*, sent upon request.)

COCK-A-DOODLE- DOO

by Berta and Elmer Hader

A gay color picture book for the little ones, about a tiny chick who sets out to find a new home. (Ages 4-6.) \$2.00

ON THE FARM

by W. W. and Irene Robinson

A large picture book in color about the daily life of all the favorite farm animals! (Ages 4-6.) \$2.00

THE MACMILLAN COMPANY • 60 Fifth Avenue • New York

BOOKS of the YEAR for CHILDREN

(Continued from page 22)

LOST LAGOON. Written and illustrated by Armstrong Sperry. Doubleday Doran. 276 pp. \$2.00. The whole gamut of experience—sunken treasure, danger, elements and man, villain and young hero in this well-written tale of South Sea adventure.

BOY WITH A PACK. By Stephen W. Meader. Illustrated by Edward Shenton. Harcourt Brace. 298 pp. \$2.00. A boy's foot journey from New England to Ohio in 1837, makes a story full of adventure and thrills, written by a master of this kind of writing.

FARTHEST WEST. By Laura Adams Armer. Illustrated with reproductions of paintings by Sidney Armer. Longmans Green. 190 pp. \$2.50. Conservation of the National Forests is made into entertaining reading when children save California redwoods from the lumber companies.

SWIFT FLIES THE FALCON. By Esther Melbourne Knox. Illustrated by Ruth King. Winston. 246 pp. \$2.00. A fine story of Medieval England and the First Crusade.

BELLS RINGING. Edited by Rose Fyleman. Illustrated by Irene Mountfort Stokes. 88 pp. \$1.25. A stimulating group of less familiar poems by distinguished authors.

FOR OLDER BOYS AND GIRLS Ages Twelve and Over

***RUNNER OF THE MOUNTAIN TOPS.** By Mabel L. Robinson. Illustrated by Lynd Ward. Random House. 290 pp. \$3.00. A biography of the naturalist, Louis Agassiz, presented with dramatic appreciation of the European and American scene in the early nineteenth century.

***THE TREASURE HUNTER.** By Isabel Proudfit. Illustrated by Hardie Gramatky. Julian Messner. 206 pp. \$2.50. This tender and sympathetic biography of Robert Louis Stevenson reveals him as artist and as beloved friend. Beautifully written and illustrated.

WIZARD OF THE WIRES. By Helen Nicolay. Illustrated by Edward Caswell. Appleton-Century. 326 pp. \$2.50. Another of this author's spirited biographies this time presenting a vivid picture of Samuel F. B. Morse, inventor of the telegraph.

***A GIRL WHO WOULD BE QUEEN.** By Eric P. Kelly and Clara Hoffmanowa. Decorations by Vera Bock. McClurg. 202 pp. \$2.00. The poignant and dramatic story, partly in diary, of a young Polish princess of the eighteenth century, gives a vivid picture of her life and times.

DRINA. England's Young Victoria. By Marion W. Flexner. Coward-McCann. 276 pp. \$2.50. A warm and human picture of the little girl who became queen, reflecting the English life and court of a century ago.

THREE SISTERS. By Cornelia Spencer. Illustrated by Kurt Wiese. John Day. 280 pp. \$2.00. A fascinating story of the three Soong sisters of China and their marriages to three men notable in the efforts to unite and modernize China.

LOST ISLAND. By Nora Burgleon. Illustrated by James Reid. John Winston. 262 pp. \$2.00. Well-written tale of mystery and adventure woven around a girl and her dog-team in the Arctic.

DOLL COTTAGE. By Adele de Leeuw. Illustrated by Cateau de Leeuw. Macmillan. 268 pp. \$2.00. The story of a girl's successful struggle and triumph in her own venture, despite much opposition.

* The books starred are of outstanding merit and quality.

PENNY MARSH, SUPERVISOR OF PUBLIC HEALTH NURSES. By Dorothy Deming, R.N. Illustrated by Dorothea Warren. Dodd Mead. 304 pp. \$2.00. An effective, authentic story about public health nursing with a romance and a happy ending.

SALLY AND HER KITCHENS. By May Worthington. Illustrated by Marguerite Bryan. Dodd Mead. 256 pp. \$2.00. Interesting and realistic story of a young home economics student's experiences in filling a wide variety of jobs.

NO VACANCIES. By Gertrude E. Mallette. Illustrated by Herbert Morton Stoops. Doubleday Doran. 312 pp. \$2.00. An authentic vocational story in which the heroine, unable to find a job, pluckily creates one for herself.

RIVER RISING! By Hubert Skidmore. Illustrated by Benton Spruance. Doubleday Doran. 298 pp. \$2.00. The hardships and struggle of a young schoolteacher in a Kentucky mountain lumber community, depicting vividly the brutality and privation of the people. Not a book for the squeamish.

THE DUKE DECIDES. By John R. Tunis. Illustrated by James MacDonald. Harcourt Brace. 268 pp. \$2.00. Duke Wellington's senior year at Harvard, his problems as track star and Olympic contestant.

THE GULL-FLIGHT SAILS AGAIN. By Sidney Corbett. Illustrated by Bernard Westmacott. Longmans Green. 328 pp. \$2.00. An adventurous trip to the West Indies in a seventy-foot schooner, with the ship duties of the high school age crew told in exciting detail.

SOU'WESTER VICTORIOUS. By Arthur H. Baldwin. Illustrated by Gordon Grant. Random House. 276 pp. \$2.00. A fine, sturdy sailing story about three boys and their adventures on a 1,500 mile rescue trip in a small boat.

ST. GEORGE AND THE WITCHES. By J. W. Dunne. Illustrated by Lloyd Cole Holt. \$2.00. Farical tale of what befell St. George after the famous dragon-slaying. A book for family reading aloud.

WASHINGTON AND THE LAFAYETTES. By Frank and Cortelle Hutchins. Illustrated by W. Merritt Berger. Longmans Green. 212 pp. \$2.50. A surprise glimpse into the tumultuous years of Revolution, both American and French, as seen through the eyes of Lafayette's own son. Quaint but poignant style.

LAND FOR MY SONS. By Maribelle Cormack and William P. Alexander. Illustrated by Lyle Justis. Appleton-Century. 312 pp. \$2.00. Exciting and dramatic is this tale of Revolutionary Days, of America's settlement and the roots of its traditions of liberty.

CAPE HORN SNORTER. By Charles J. Finger. Illustrated by Henry Pitz. Houghton Mifflin. 264 pp. \$2.00. Historical characters and incidents are the background for the exciting sea adventures of Jim McRae during the war of 1812.

GO AND FIND WIND. Written and illustrated by Erick Berry. Oxford. 252 pp. \$2.00. Vivid and exciting story of a Connecticut shipyard family, revolving about the building of the clipper ship David Crockett.

***LONG WHARF: A STORY OF YOUNG SAN FRANCISCO.** By Howard Pease. Illustrated by Manning deV. Lee. Dodd Mead. 220 pp. \$2.00. Desereted by his shipmates, young Danny fights for existence on San Francisco's waterfront in the gold rush days.

HO FOR CALIFORNIA! By Enid Johnson and Anne Merriman Peck. Harper. 244 pp. \$2.00. The building of California during the gold rush is background for a story full of thrills and adventure.

(Continued on page 27)



From "a life too small to be seen at all"
to birth and the baby's first smile—

The Story of a Baby

Written and illustrated by
MARIE HALL ETS
64 pp. Size: 9" x 12". \$2.50

ESPECIALLY it is an intimate book for mothers to read to their children. Mrs. Ets traces the development of the embryo month by month. Here is nothing about the seeds and flowers, nothing about baby rabbits, no reference to sex, only the fascinating record of the beginning of life told in simple language and beautifully illustrated. . . . Need for such a book is only too evident. It has been in preparation ever since

Mrs. Ets saw the great interest aroused by the exhibit of embryos arranged by the Loyola School of Medicine at the Century of Progress, Chicago, 1933. Of picture-book size, with an arresting drawing on every page showing different stages of growth, we can think of no other fact book so likely to hold the affection of a young family."

—ALICE M. JORDAN, *The Horn Book*

Play and Toys in Nursery Years

By BEATRIX TUDOR HART

Illustrated with photographs made especially for the above book by ERGY LANDEAU

SUSAN ISAACS says in her introduction to this handbook: "Miss Hart is both a mother and a teacher, and her advice is based upon long

and varied experience of the needs of young children. . . . Describes the toys suitable at different ages . . . gives a clear account of the purpose they serve in a child's development." *With annotated lists of toys and play materials and books, prepared by the staff of the Child Study Association of America.* \$2.00



And in addition to the two books described above
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The author-artist of *Mittens* writes about three very small children and a brand-new baby. The pictures on every page of these enchanting young persons are even lovelier than her kitten and puppy drawings. Ages 2 to 8. \$1.50

DIRK'S DOG, BELLO

By MEINDERT DEJONG

The moving story of a boy of modern Friesland and his loyalty to the giant dog he rescued from the sea. Thirty pictures by Kurt Wiese. Ages 12 and up. \$2.00

BY THE SHORES OF SILVER LAKE

By LAURA INGALLS WILDER

More about the Ingalls family of "On the Banks of Plum Creek." The family moves from Minnesota to Dakota Territory in the days of the building of the railroads, and homesteading. Illustrated. Ages 9 to 13. \$2.00

JAN AND THE WONDERFUL MOUTH ORGAN

By LECLAIRE ALGER

Jan's adventures make up a gay story of native life in a small Slovakian village. Pictures by Charlotte Becker. Ages 7 to 12. \$2.00

VOYAGE TO LEANDRO

By HOWARD RIGSBY

An exciting and splendidly written novel of the strange adventures of two boys stranded on an island off the California coast. Thrilling illustrations by Henry Pitz. Ages 12 and up. \$2.00

PEDRO, NINA, AND PERRITO

Barbara Latham's stunning lithographs in six warm, rich colors bring to life little Pedro and Nina in Lily Duplaix's charming story of New Mexico. Sixteen full pages in color; many drawings in black. Ages 4 to 10. \$1.50

Recommended by the
Child Study Association

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NEW SCRIBNER BOOKS

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The Gay ABC

by FRANCOISE

Cheerful new alphabet book with brief "stories" and gaily colored pictures. \$1.50

The

Young Aunts

by ALICE DALGLIESH

"A fresh and entertaining story for little girls." Horn Book. Illustrated. \$1.75

Give

Me A River

by ELIZABETH PALMER

Favorite fairy tales delightfully told in new translations. Illustrated. \$1.50

American Girls. Illustrated. \$1.75

Happily Ever After

edited by ALICE DALGLIESH

Favorite fairy tales delightfully told in new translations. Illustrated. \$1.50

Joey Goes To Sea

by ALAN VILLIERS

Lively story of a ship's cat aboard the *Conrad*.

Illustrated. \$1.50



AT ALL BOOKSTORES

Saranga the Pygmy

by ATTILIO GATTI

"Not since Mowgli has there been so warm and living a jungle tale." Horn Book. Illustrated by Kurt Wiese. \$2.00

SCRIBNERS

4 FINE PICTURE BOOKS FOR YOUR CHILD'S LIBRARY

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ROBERT LAWSON's beautiful picture book edition of Bunyan's great classic makes it a living, adventurous story for boys and girls today. With shortened text. \$2.00



The Happy Flute

DOROTHY P. LATHROP's lovely drawings of the jungle animals make Saint Ram Mandai's story of an Indian St. Francis a thrilling childhood treasure. \$1.50

Animals of American History

PAUL BRANSOM, famous animal artist, has made a truly distinguished American picture book—a permanent contribution to any boy or girl's library. Text by Helen Dean Fish. \$2.00



Fair Play

By MUNRO LEAF. Every American home will love this jolly picture-book that shows just how being considerate of others makes the happiest way to live, and why being a good citizen is worth while. \$1.50

FREDERICK A. STOKES CO., Inc., New York

BOOKS of the YEAR for CHILDREN

(Continued from page 24)

CONQUERORS OF THE RIVER. By *Richard Aldrich Summers*. Illustrated by *Donald McKay*. Oxford. 196 pp. \$2.00. All the terrors and thrills of true adventure are contained in this story of the first heroic conquest of the Colorado River.

FOR SPECIAL INTERESTS

***THE GREAT STORY.** From the *Douay Version of the Holy Bible*. Harcourt Brace. 100 pp. \$2.00. Exquisite reproductions of great masters enhance the narration of the story of Christ's life in well-selected excerpts from biblical text. (8 and over).

***PILGRIM'S PROGRESS.** By *John Bunyan*. Illustrated by *Robert Lawson*. Stokes. 120 pp. \$2.00. Superb drawings bring to life this classic allegory of Christianity, skilfully abridged. (10 and over).

***ON THE FARM.** By *W. W. Robinson*. Illustrated by *Irene Robinson*. Macmillan. 40 pp. \$2.00. The daily round on a farm, from dawn to dark, with strikingly beautiful, large-scale pictures of farm animals. (4 to 8).

***TOBE.** By *Stella Gentry Sharpe*. Photographed by *Charles Farrell*. University of North Carolina Press. 120 pp. \$1.00. A little colored boy tells about his daily life on a North Carolina farm with his family and his pets. Unusually fine photographs illustrate each page of text. (6 to 10).

***ANIMALS OF AMERICAN HISTORY.** By *Paul Bransom*. Text by *Helen Dean Fish*. Stokes. 50 pp. \$2.00. Animals, great and small, which have played a part in the life and growth of America, make a fascinating group in an artistic book. (8 and over).

THE WAY OF A LION. By *Alden G. Stevens*. Illustrated by *George F. Mason*. Stokes. 144 pp. \$1.75. The life of a real lion, as the author observed him, provides thrills and excitement for animal lovers. (12 and over).

TEMBO, THE FOREST GIANT. Written and illustrated by *W. J. Wilverding*. Macmillan. 138 pp. \$2.00. Again this author-illustrator gives us an exciting story, of a real elephant epitomizing all the special qualities of these forest giants. (12 and over).

QUETZAL QUEST. By *V. Wolfgang von Hagen and Quail Hawking*. Illustrated by *Antonio Sotomayor*. Harcourt Brace. 198 pp. \$2.00. A handsome book and a colorful tale of the scientific adventure of two American naturalists and a young Indian boy in Honduras. (8 to 12).

***THE LONG GRASS WHISPERS.** By *Geraldine Elliot*. Illustrated by *Sheila Hawkins*. Putnam's. 132 pp. \$2.00. Humorous animal folk tales of East Africa form a delightful and unusual collection. (8 to 12).

THOREAU, REPORTER OF THE UNIVERSE. Edited by *Bertha Stevens*. John Day. 230 pp. \$2.50. An inspiring selection of the ever vital nature writings of the sage of Walden. (10 and over).

HOW WE GET OUR FOOD. By *Ethel K. Howard*. Harcourt Brace. 112 pp. \$1.25. How our basic foods are grown, harvested, marketed and distributed, told in clear exposition and excellent photographs. (8 to 12).

***I AM A PUEBLO INDIAN GIRL.** By *E-Yeh-Shure (Blue Corn)*. William Morrow. 26 pp. \$1.50. Beautifully phrased descriptions of simple things in an Indian child's life. Superb illustrations by Indian artists. (6 to 10).

DUDE RANCH. By *Creighton Peet*. Albert Whitman. 92 pp. \$2.00. Excellent photographs of the daily life on a Dude Ranch, with brief narrative text. (8 to 12).

THE FIRE FIGHTER. By *Henry B. Lent*. Illustrated by *Earle Winslow*. Macmillan. 66 pp. \$1.50. All about a fireboat and how it goes into action. (8 to 12).

FIGHTING FIRE. By *Captain Burr Leyson*. Dutton. 224 pp. \$2.00. Exciting and authentic account of modern fire fighting in a great city. (10 and over).

MAKE WAY FOR THE MAIL. By *John J. Floherty*. Lippincott. 200 pp. \$2.00. A thoroughly engrossing account of the handling of the mails, now and long ago, with many photographs. (12 and over).

SOMETHING SURPRISING. By *Gladys Adshead*. Illustrated by *Helen Rinald*. Oxford. 70 pp. \$1.00. The story of the earth and how life grew on it, told in simple, brief narrative. (6 to 10).

AMERICA'S TREASURE. By *W. Maxwell Reed*. Harcourt Brace. 396 pp. \$3.00. The natural resources of America, their origin, industrialization and importance to the nation's life. A valuable reference book. (10 and over).

PANDORA'S BOX, THE STORY OF CONSERVATION. By *Marian E. Baer*. Illustrated by *Allen Pope, Jr.* Farrar & Rinehart. 292 pp. \$2.00. The story of waste and reclamation of America's land, water and other natural resources. (12 and over).

CONQUESTS OF SCIENCE. Edited by *Ray Compton and Charles H. Nettels*. Harcourt Brace. 378 pp. \$1.75. Inspiring accounts of discoveries in varied fields of science, excerpted from the writings of distinguished scientists. (12 and over).

***SOUTH AMERICAN PRIMER.** By *Katherine Carr*. Reynal & Hitchcock. 208 pp. \$1.75. A timely, balanced presentation of the geographic and social economic background of the South American Republics. (12 and over).

COLUMBUS SAILS. Written and illustrated by *C. Walter Hodges*. Coward McCann. 218 pp. \$2.75. The thrill of Columbus' voyage to the New World, brought down from the stories of several persons who were close to him in his great adventure. (For mature readers).

FATHOM FIVE. Written and illustrated by *Nora Benjamin*. Random House. 242 pp. \$2.00. The discovery and development of Bermuda told in charming stories centering about one family. (9 to 12).

***THE BOOK OF FAIRS.** By *Helen Augur*. Illustrated by *James MacDonald*. Harcourt Brace. 306 pp. \$2.50. A timely and fascinating record of important fairs from earliest historic times to the present. (12 and over).

ON A RAINY DAY. By *Dorothy Canfield Fisher and Sarah Fisher Scott*. Illustrated by *Jessie Gillespie*. A. S. Barnes. 48 pp. \$1.00. Spontaneous home-made games can be fun on rainy days. (6 to 10).

THE BOYS' BOOK OF PHOTOGRAPHY. By *Edwin Way Teale*. Dutton. 252 pp. \$2.00. A chatty, information-packed book about cameras, picture-taking, common mistakes, developing and printing that will fascinate the young camera enthusiast. (12 and over).

THEATRE FOR CHILDREN. By *Winifred Ward*. Appleton-Century. 334 pp. \$3.00. Comprehensive guidance for the presentation of theatrical productions: writing, casting, costuming and staging. (12 and over).

IF YOU SHOULD WANT TO WRITE. By *Alice Ross Colver*. Illustrated by *Kurt Wiese*. Dodd Mead. 182 pp. \$1.50. An excellent, realistic discussion of the possibilities of writing as a hobby or profession. (12 and over).

* The books starred are of outstanding merit and quality.



SKIPPACK SCHOOL

Written and illustrated by MARGUERITE DE ANGELI, author of "HENNER'S LYDIA"

How Eli, a little Mennonite boy of the 1800's, plans a surprise for his schoolmates and wins a prize from his schoolmaster is a story full of the fun, mischief and work of the school days of any time. Around the real character of Christopher Dock, who has come down in the history of Skippack and Germantown as a beloved schoolmaster. 6 to 10. \$2.00

DODY AND CAP-TIN JINKS

By HELEN FERRIS. Illustrated by GRACE PAULL.

An irresistible "pet" story with very gay pictures. On Dody's eighth birthday she is big enough and old enough to have a canary of her very own. Every boy and girl with a canary will want to teach it the tricks Dody's smart little bird learned. 6 to 10. \$1.50

HOBBY HORSE HILL

By LAVINIA R. DAVIS. Illustrated by PAUL BROWN.

Here is the positive answer to the many boys and girls who ask, "Can't there be a new story about horses?" Cassandra, the big red hunter, is a real heroine of this lively story of modern American boys and girls. "An absorbing story for youthful riding enthusiasts, about a horse-loving family of children in Connecticut"—*The New Yorker*. Up to 15. \$2.00

Doubleday, Doran, 14 W. 49 St., New York

LITTLE AMISH SCHOOLHOUSE

by ELLA MAIE SEYFERT

The fall of an autogiro in Martha's backyard is but one of the exciting things that happen in this lively, gentle, homey story of a present-day Amish community in Pennsylvania. Illustrated in four colors and black-and-white by NINON MAC KNIGHT.

\$2.00. Ages 9 and up.

DIANTHA'S SIGNET RING

by GERTRUDE CROWNFIELD

Colonial Williamsburg, and a little girl who lived the full rich life of the golden age of this colorful old city, are recreated by a noted children's author. Beautiful illustrations in line and color by ERVINE METZL.

\$2.00. Girls 12 and up.

PIGEON HOUSE INN

by SYBIL EMERSON

This does for Normandy what the author's famous *Jacques at the Window* did for Paris. Filled with the author's unique illustrations in color and line.

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A TRIBUTE TO CHILD STUDY

IF YOU have not recently read a book on parents, children and child training, may we recommend one to you. If you will go through this volume with sympathy and care, and with the love of kids in your heart, you cannot help but be a better, a more intelligent, father or mother by the time you have finished.

The title is *Parents' Questions* (Harper & Bros., New York). The authors and compilers are the staff members of The Child Study Association of America.

Dorothy Canfield says in *The Book-of-the-Month Club News*: "Their book is one of the most useful to parents ever published."

—Reprinted from "Your Life," October, 1939

A check list of OXFORD BOOKS recommended by Child Study



SOMETHING SURPRISING
by Gladys Adshead. \$1.00.

GRASSHOPPER GOLD
by Grace and Olive Barnett. \$1.50.

JUST AROUND THE CORNER
by Catherine Beebe. \$1.25.

GO AND FIND WIND, by Erick Berry. \$2.00

LITTLE ELEPHANT COMES TO TOWN
by Doris Estcourt. \$1.50.

THE TOP OF THE WORLD
by Alice Gall and Fleming Crew. \$1.50.

OLD HANK WEATHERBY
by Dorothy Hogner. \$1.50.

SUSIE MARIAH, by Lois Lenski. \$1.00.

PRINCESS SEPTEMBER AND THE NIGHTINGALE, by W. Somerset Maugham. \$2.50.

ALEXANDER THE GANDER, by Tasha Tudor. \$7.50.

WU AND LU AND LI, by Evelyn Young. \$7.50.

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Radio

What About Our News Broadcasts?

Interpreting the world to young people includes interpreting the radio and what it is saying, especially in these days of exciting world news. At a meeting this October, called to discuss the question of news broadcasting, the Women's National Radio Committee urged that its constituent organizations (of which the Child Study Association is one) consider the current broadcasting of news and commentaries, with especial regard to its educational possibilities, and to developing criteria and standards.

We know that the broadcasting of news is a very important part of radio today. Such broadcasting is generally accepted as a free service from the broadcasting companies, although some is commercially sponsored. Many people consider certain methods of presentation highly objectionable, especially for those who depend upon the radio for their news and interpretations of world events. If the same highly excited tone of voice which presumably sells soup or soap successfully is also used to report the doings of diplomats, describe some calamity, and announce football scores and war casualties, it is certainly very disconcerting. News does not need to be sold so urgently; the very manner of telling colors it, and so often falsifies it.

These things concern not alone young people. Every listener must learn to guard against the frequent confusion of news and comments. For the listener, like the reader of the newspaper, the important thing is to know when he is getting facts and when he is getting opinion, even if it is the opinion of someone whose judgment he values. Every listener needs to learn also to discount the constant—and unavoidable—repetitions of the same news items as they are successively broadcast from various stations; the repetition is no measure of importance.

From the point of view of the home and of educators, it is, of course, necessary to help our young listeners to understand the radio as a medium for universal communication. As we become aware of what the task involves through dealing with our own children at home or in school, we recognize the obligation of the broadcasters to the public. We do not need to get into a rage or a panic, nor accept passively what is being offered. The broadcasting companies have shown themselves sensitive to the public's demands, and ready to adjust their practices to well-founded criticisms.

Those who are concerned with interpreting our very complex world to children will have to work both with the output of the radio and with those who determine what that output is to be. Radio being a new instrument, it cannot be judged entirely by standards developed for newspapers, and other instruments of communication. Women's organizations and others concerned with the welfare of children can play a strategic rôle in the development of broad cooperation toward constructive improvement of news broadcasting.

SIDONIE MATSNER GRUENBERG

WHAT IS AN AMERICAN?

(Continued from page 8)

plicated by the diversity of our country, its landscape, climate, and natural resources. But these complications add zest to the challenge.

In a world which is today gravely ill, here lies our chance to build a healthful nation. In a diseased body, recovery has to begin somewhere. And I think my fellow biologists will not misunderstand or disagree too seriously when I say that health no less than disease can be contagious.

Meanwhile, we need not await the day when we can predict and control the inborn possibilities of human beings. We know now that we can be responsible for the kind of experience which shapes the growing young. We know, too, that this can make them into better men and women, no matter whether their heredity is all that we might desire if we did have the rather awful power to determine it in advance.

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In the Magazines

What a Little Child Needs. By Lois Barclay Murphy. *Parents' Magazine*, October, 1939.

How to utilize to the best advantages the assets of the home in meeting the needs of the preschool child is the subject of this article. Simple, concrete suggestions on his need to "live in a child's world, to associate with other children, to explore and to create, to love and be loved."

The Child Betwixt and Between. By Sidonie Matsner Gruenberg. *Parents' Magazine*, October, 1939.

The problems, needs, conflicts and behavior of the child between the ages of 9 to 12, the "neglected age," are discussed. This material forms a chapter in Mrs. Gruenberg's new book, "We, the Parents." The problems related to sex, money, friendships, and the growing desire for freedom and responsibility are discussed from the point of view of what the parents can do to cope with them.

A New Education for Youth. By V. T. Thayer, C. B. Zachry, and R. Kotinsky. *Progressive Education*, October, 1939.

The material for this article is taken from the report of the Commission of Secondary School Curriculum which bears the title "Reorganizing Secondary Education." It emphasizes some of the highlights of the report. "It is suggested that reorganization in secondary schools take its departure from an identification of the needs of young people. Meeting needs adequately involves helping the student to reconstruct and reorganize his own inner life so as to cope more effectively with his surroundings. Toward this end, both the student and his guide, the teacher, require a sense of direction, some ideal of the ultimate goals of action."

The Educational Scene. By W. Carson Ryan. *Progressive Education*, October, 1939.

An introductory account of the proposed movement now under way for the improvement of the education of the teacher in America sponsored by the Commission on Teacher Education of the American Council on Education. Under the guidance of Dr. Bigelow and his staff, a long period of experimentation, study of basic materials, and pooling of experi-

ence is planned. Thirty-four higher institutions and school systems have been selected as the central group to take part in this self-study program. According to Dr. Ryan, this plan promises to be "the most significant effort since Henry Barnard's time."

Survey Graphic, October, 1939.

This special number is second in the "Calling America" series begun last February. It is devoted to an examination and analysis of the American schools, which are the fountainheads of democracy. The many excellent articles, as well as the many interesting graphic representations of the educational problems of the day, contribute to the formation of an outstanding and vital issue, which should be studied carefully by all thinking Americans.

Of special interest are the following articles: "The Goal of American Education," by Eduard C. Lindeman—the challenge of American democracy to Fascism in terms of the education of our youth.

"Some Educators Define Their Goals"—a symposium which includes spokesmen from public and private, eastern and western, schools and school systems.

"Our Jobless Youth: A Warning," by John Chamberlain—which stresses the point that unless America again stands for opportunity for our youth, and unless they are helped to find real jobs, a serious threat to our democracy "will" ensue.

"Before Reading and Writing," by Eunice Fuller Barnard—an examination of the Kindergarten and the Nursery School systems of education in terms of our progress and our failures in employing what we know about flexible young minds and characters.

"New Leaven on the Campus," by John R. Tunis, and "How Can We Be Taught to Think?" by Scott Buchanan and Max McConn—present the problems of education on the college level.

"After School and College," by Alvin Johnson—an appraisal of adult education today.

"Schools for Today and Tomorrow," by W. Carson Ryan—a description of the schools we can have if we want them, since it is contended that we know more about education than we have ever generally applied.

"The Beginnings and the Ends," by John Palmer Gavit—a summing up of the implications of this special number which brings home the lessons to be derived by every parent.

Book Reviews

You and Heredity. By Amram Scheinfeld. Frederick H. Stokes, 1939. 434 pp.

This interesting book on human heredity written by a layman for laymen presents the results to date of genetic research. It has lively chapter headings and a text that achieves both readability and a high degree of accuracy.

"You and Heredity" is an ambitious undertaking which the author has brought off most successfully. He describes complicated scientific matters in non-technical language so that the rôle of gene and chromosome in the hereditary process becomes clear to the non-scientific reader, and he makes equally clear the many points about which geneticists either disagree or to which they must still say "We do not yet know."

This balanced tone characterizes the author's treatment of all his material. At every point he takes into consideration that hereditary factors operate in an environment, and so the problem is not, as we have so often posed it, heredity *or* environment, but heredity *and* environment. This is especially striking in the undogmatic presentation of the material on mental traits and on personality. The concluding sentence of the chapter on "Personality" reads: "Neither through the genes, then, nor through other influences, are we prepared to say that any normal human being is 'predestined' to act in any certain way."

The chapter which considers criminality under the provocative title of "Enter the Villain," concludes: "So, where the hereditary factors are so vague, and the environmental factors are so clear, it would seem that if we want to do anything about crime we should worry less about what is inside of people and more about what is *outside* of them."

The book is a mine of sound information upon many questions of popular interest—"What We Don't Inherit," "Myths of Mating," "Boy or Girl?" "How Do You Know the Baby's Yours?" are some of the chapters. There is an interesting discussion of twinning and of the Dionne Quintuplets, and an original study on musical talent in which Mr. Scheinfeld collected hereditary data from outstanding musical artists, both opera singers and instrumentalists, and also from students of the Juilliard School of Music. Perhaps most important of all is the fact that in this book many erroneous, but commonly held, beliefs

come in for effective debunking. Especially in these days when men's prejudices in regard to ancestry and race are being written in blood, a sane and intelligible discussion of these questions is of the greatest value.

For its many excellencies, not the least of these being the truly scientific and undogmatic spirit in which it is written, "You and Heredity" is highly recommended.

IRMA W. HEWLETT

From the Records: An Adventure in Teacher Training. By Clara Lambert. Summer Play Schools Committee of the Child Study Association, 1939. 138 pp. 6oc.

The fact that children grow and learn during the summer as well as fall, winter and spring has been constructively acted upon by the Summer Play Schools Committee of the Child Study Association of America. A well-balanced program, adequate facilities and well-trained teachers for summer schools have been organized and directed by a group of farsighted educators.

Mrs. Lambert gives a detailed report of the selection, training, and some of the work of the teachers in these Summer Play Schools. This publication is so fundamental to all teacher education that it should be extremely helpful to teachers in training as well as those in the field. The focus is placed on experiences, problems and relationships of peoples living in Greater New York. The teachers go on exploratory trips; they have discussions; they experiment with and interpret their reactions or ideas. They work in the shop, the art and dramatic studios; they take part in music and dance activities. They reconstruct their experiences and the pertinent ramifications to clarify their ideas of the purpose, the "relatedness," or lack of it, in the daily urban activities of thousands of people.

Each chapter begins with an overview of the topic by Mrs. Lambert. Then verbatim reports of the group discussions follow. Questions, critical thinking, and evaluations from the teachers and the leaders open up and develop dozens of avenues of stimulating thought and analysis. A few well chosen books on the problems are suggested at the close of each chapter.

Discipline and Behavior, Lunch and Rest, Program Making, Source Materials and Records are other chapters which offer some of the soundest help avail-

able to teachers working and living with groups of children. Emphasis is given to basic information on differences in individual children, on age levels, and on the need for individual and group work in all stages of growth.

The chapters on Family and Neighborhood Backgrounds and Source Materials and Backgrounds are two of the richest most vital parts of the book. "Folk ways or mores must be studied. Ethnic backgrounds and culture goals, economic levels and occupational aptitudes among parents must be understood," says Mrs. Lambert. She and the teachers show how children reflect the diverse, confused ideas about racial mores, money and clothes, and political beliefs. They also give definite suggestions for developing understanding, tolerance and some sense of values with children and parents.

In 138 pages Mrs. Lambert gives a report of one of the soundest innovations to the growing structure of education for all the children. CLARA SKILES

Biographies of Child Development: The Mental Growth Careers of Eighty-four Infants and Children. A Ten-Year Study from the Clinic of Child Development at Yale University. By Arnold Gesell, M.D., Burton M. Castner, Helen Thompson, and C. S. Amatruda, M.D. Paul B. Hoeber, Inc., 1939. 328 pp.

The Yale Clinic of Child Development has again made an important contribution to our knowledge of the mental growth and development processes of children. This study is based on the mental growth careers of eighty-four children who have been observed by Dr. Gesell and his associates for ten or more years. Thirty of these are cases that were first reported ten years ago; comparison of present and earlier findings has enabled the authors "to indicate the boundaries of certain areas of approximate and general predictability" of growth processes, and to point out the pitfalls of prediction in cases of irregular development. To a remarkable extent, early prognosis of growth were found to have been justified. Where errors occurred they were usually on the side of underestimating future growth. The remaining detailed studies of individual growth careers are presented with special reference to social and guidance problems. While too technical to be read easily by the average lay reader, this book should be stimulating and provocative to those who are engaged in clinical and guidance work, and to those who have a general interest in the psychology of development. It presents a convincing elaboration of the idea that

"growth is a key concept for a humane philosophy of infant care and child guidance." A. B. A.

American Education and the War in Europe. Educational Policies Commission. (Pamphlet.) 11 pp.

A pamphlet which attempts to clarify for the American people in general and the teaching profession the responsibilities in education placed on them by the European conflict. "In this field, as in others, the central task for teachers and other educational workers is to change conflict of opinion into a search for truth and for a wise course of action."

M. R. L.

SCIENCE CONTRIBUTES

(Continued from page 19)

permissible to delay a few days if the dog is merely suspected of being mad, keeping the dog under observation. There should be no delay, however, if the dog is known to have rabies. This can definitely be determined by the Board of Health by examination of the dog's brain and spinal cord.

Rabies is almost unknown in England, because of stringent regulations for the quarantine of foreign dogs before being allowed to enter. The best we can do in this country to limit the spread of rabies is to observe strictly the law for muzzling all dogs.

Tetanus (lockjaw) is a disease most certainly to be avoided. Fortunately we have methods of protection. The need for immunity against tetanus is universal, chiefly on account of gunshot or other penetrating wounds, and also in the case of minor wounds where antitoxin is often not thought necessary and yet tetanus develops.

A tetanus toxoid has been developed which can be given, at the discretion of the physician, about the age of two or three years, in three doses, two to four weeks apart. Another injection of toxoid must be given at any time a wound is received from which tetanus might develop, because the immunity conferred by tetanus toxoid may gradually decrease in some children. This tetanus toxoid immunization is now a proved and effective method. If these toxoid injections are not given, it is of vital importance that 1,000 to 2,000 units of the antitoxin be administered intramuscularly when a wound is received requiring protection against tetanus. If the wound is on the face or neck or a deep one, the injection should be repeated in seven to ten days.

Patients of all ages should be tested for sensitization to horse serum before antitoxin is given, and to toxoid as well before re-inoculation. Recently in order to lessen the number of injections required for the various immunizations, a combination of tetanus and diphtheria toxoid has been recommended. Diphtheria immunity is not interfered with when the toxoid is given in this way.

The following procedure * is tentatively suggested as ideal for a complete immunization of infants and children, always with the advice of the family physician or pediatrician.

At 5-6 months—smallpox vaccination (routine)

At 7-8 months—whooping cough vaccination (experimental)

At 9-10 months—diphtheria inoculation (routine)

At 15-16 months—Schick test for immunity to diphtheria (routine)

At 2-3 years—tetanus vaccination (for special reasons)

At 4-5 years—Dick test for scarlet fever, immunize positives with scarlet fever toxin (for special reasons)

At 5-6 years—re-Schick and re-inoculate Schick positives against diphtheria and smallpox revaccination (routine)

At 7-8 years—typhoid inoculation (for special reasons)

At 12 years—smallpox revaccination, re-inoculate Schick positives against diphtheria (routine)

At 16 years—typhoid inoculation or re-inoculation (for special reasons)

* See report of the Committee on Immunization and Therapeutic Procedures for Acute Infectious Diseases of the American Academy of Pediatrics.

SUGGESTIONS FOR STUDY

(Continued from page 16)

because of actual danger from trains, but because she fears bad influences. She is willing to have the other child at her house, but his mother senses the differences and will not let him come. David is indignant that he cannot go to his friend's house—loves the railroad and the life around it. What will be the effect of his parents' prohibitions on David's naturally democratic feelings? How should this be handled?



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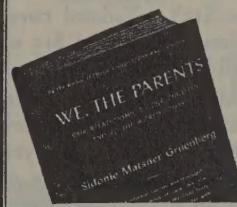
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Shop Talk

CHRISTMAS NEEDS

CLOTHES are not too every-day for Christmas presents. But tying them up with red ribbon isn't enough; they should be special in themselves. The little girl who on that last shopping trip did so want the red dress she couldn't have will think it tops as a gift. The nearly young lady who pines for a tweed skirt with matching sweater will consider mother not only practical but psychic if her feminine Christmas is built around this big gift. (Imported tweed and the sweater makings are still available in department stores and specialty shops from about \$12.50). During the next few weeks we will do well to listen in on any and all juvenile fashion talk, for the young are very keen to have their own kind of just-right clothes. Some of the things I have seen in the shops here in New York (and available throughout the country) that rightly belong in the Christmas raiment class are:

For the youngster: (The prices are New York prices) Corduroy lounge pajamas, washable (\$3.95). Pretty and warm challis nighties with long sleeves and demure collars (\$2.95). Long house coats for girls, masculine dressing gowns for boys (\$1.50 up).

For the sub or sub sub deb: Hip length lamb jacket (\$8.95). Vest of lamb in front and suede behind (\$5.95). Scotch plaid and gabardine reversible coat (\$16.95). Gay, quilted cotton jackets, form fitting, for evening or daytime (\$3.95). Velvet jackets with peasant embroidery (\$7.95). Velveteen bonnets for looks and warmth (\$1.95). Skating outfits with full skirts and tight jackets in velvet, tweed or flannel (from \$12.50 to \$15). Tailored tweed evening coats in bright colors from around \$15 up to \$40 for a daisy in red twill with Persian lamb.

Play being, as we are told, a child's *work*, makes it beholden on the parent to supply some good new tools of the trade at Christmas time. This year every child under eight on my list will get one of the Boysen toys which created so much interest at the Danish Pavilion at the World's Fair. These toys in natural wood, designed by the Danish artist, Kay Boysen, are now being made in this country and are on display at Georg Jensen's in New York. The Child Study Association is able to take orders for Boysen toys and upon request can supply the names of some twenty out-of-town shops where they are obtainable. There are ideas behind the Boysen toys

. . . ideas which appeal to adult and child alike. Boysen believes that beauty of line and material is important in toys, the things which a child handles every day. He insists upon stout construction because parents have a stake in permanent toys, and children like their favorite tools to stand up under rough use. He prefers that the toys be unpainted because the feel of good natural wood and the look of its grain is a real aesthetic experience. He does not divide his toys into strict age ranges or into toys for girls and toys for boys, because these toys are designed for different uses at different ages, and because he finds that little boys and girls need the same tools.

Thinking these new Danish educational toys are so fine does not shut out the many other new things in the shops this year. Some of the most interesting things I've seen in toy departments (and which are nationally distributed) are:

For children under eight: The House That Jack Built—a new variation of the treasure chest. The whole range of "Hayco" plastic toys for the baby. Wooden ferry-boat with plastic automobile. Some of the new Pinocchio dolls. The Holgate train construction set. Various nursery animals created by artists and made to be both decorative and beloved.

For older children: Combination handicraft set for girls (\$4.98). Senior table bowling alley (\$3.98). Typewriter (Bantam), (\$10.95). Strom Becker's wooden train construction set featuring many of the models seen at "Railroads on Parade" at the Fair. A good collection can be had for the child who likes to do fine work with his hands for from three to five dollars. Ant nest (\$5 to \$7.50). Airplane model kit (\$.50). Kit for an airplane with a seven-and-one-half wing spread (\$8.50) (made by the Berkley Model Supply Co.). Real small sewing machine (\$11.98). Electric Victrola, good tone (\$6.99).

Other larger gifts which can generously meet the desires of young people at Christmas time are furniture like the desk-of-his-own, dressing table with triple mirror, drafting table, model-stand, or painting easel. One of the most amusing bits of home decoration that merits being included in a child's presents are the Clementine Hurd rugs (made after her illustrations for Gertrude Stein's book, "The World Is Round"), which are so bright in color and so delightful in design that they will delight mother and child separately and together. These rugs are on sale at W. and J. Sloane in New York. DEIRDRE CARR

CONCERNING CHILDREN'S PREJUDICES

(Continued from page 14)

tant factor which contributes to prejudices among children. There is a tendency in groups of children as truly as among adult communities to develop an acceptable behavior and an approved human type. Every clan or tribe or town or group develops its idea of the kind of person the individual should be. Men feel more secure among those like themselves, among their own kind. When anyone differs sharply in physique, or clothes, or talk, or manner, there tends to be uncertainty and fear. As a result there is often resistance and antagonism. There is a tendency to distrust and mistreat the stranger. One finds extreme hostilities arising out of slight deviations.

"Every country likes only its own," said the little eight-year-old boy from Germany. This was the culminating remark in a discussion of why his class had beaten him up on one of his first days in school in America. No one seemed able to explain the attack. Some of the boys tried to place the blame upon others. Two years later the teacher raised the question: "Do you remember when you beat up Carl two years ago? Could you explain why you did it?"

"He talked funny," said one child.

"Was that reason enough for beating him up?"

"Well," volunteered the little fat boy, "they beat me up for being fat."

In the discussion which followed it was agreed that there are differences which disturb members of a group and bring down the wrath of all upon the luckless one who differs. These differences in ways of talking, walking, dressing, and in weight and color might be disturbing, but some were not really important. A strange name or accent or color certainly should be no cause for ostracism or ridicule or violence. Indeed, diverse types might even be assets, such as the heavy boy in football, the boy with long arms in baseball or boxing, the small person for a special in a play. As for the differentness which consisted in the possession of unusual powers in music or art, or science, or athletics, or mechanics, these gifts can be tremendous assets in the class just as is true in the larger society in which the outstanding scientists, artists, journalists, social reformers, religious leaders have enriched and moved forward the life of all. Such differences must not be crushed by any narrow group idea. Socrates and Jesus and Bruno,

(Continued on page 36)

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(Continued from page 35)

and countless others, bore tragic witness to the intolerance of the group in which they had dared to differ in some particular or challenge accepted ways.

A FOURTEEN year old girl remained after class. The discussion had turned upon cliques and the barriers that people raise against one another.

"I am new in the school," she said, "and I must say I am very miserable. In fact the students are so hateful in the way they laugh and gossip about me that I prefer to go around the building on my way to a class rather than walk through the hall where I have to face them all."

This girl's parents were divorced and she had lived with her father practically all her life. His job called for constant travel. There was no home, no one school to which she had become accustomed. Her very physical maturity and attractiveness were a source of embarrassment to her, causing her jealousy from the girls and undue attention from the boys. In no time at all she felt the impact of the cliques which barred her and in a short time one or two maladjusted boys had given vent to sadistic tendencies by public affronts and malicious gossip. It was not long before the girl left school. A day or two following her departure her class heard the story of her school experience from an objective source. Toward the end of it they recognized the rôle they had played in bringing about her unhappiness and her withdrawal. They were deeply moved and almost with one voice a number of them said: "Why didn't someone tell us her story before?" In the discussion that followed it became clear to them that one never could tell the whole story of an individual to a group. Either they must have sympathy and generosity for the newcomer or the friendless one would be cast out and the school proven inadequate.

Here again, the task for the adult is not merely one of teaching facts and interpreting them. It calls for the application of a viewpoint in every-day life. One job of the teacher and leader is to protect the one who is different. Sometimes it is an individual whose differentness may be the cause of innocent amusement or of great stimulation and happiness to all. Often it is a gifted, original and promising child who is driven from the group by those who insist on conformity. Not always are such children driven out of the group; in many cases they remain, but their creative powers decline especially in the adolescent years due to the insecurity and inferiority brought about by the social ostracism by their fellows. In

other cases they are reduced to unsocial and anti-social behavior.

The tendency of children to cast out others varies at different ages. Thus boys gang together and exhibit anti-girl attitudes as they undergo the transition of puberty. So in the second-year of high school, girls tend to clique together and rate one another according to athletic powers, or literary ability, or the degree of sophistication. Depending on the intensity of their own insecurity these cliques lessen or increase the intensity and exclusiveness of their group life. These stages youth normally outgrows. To some extent this grouping of youth is due to the fact that in the adolescent period, particularly, the individual feels the need for achieving security among his fellows. It is due also to the fact that our high schools in so many instances fail to give outlet and recognition for other than academic and athletic achievement. More security and recognition for other abilities, more opportunities for student participation, more adequate relation of the individual child to the entire school community would do much to lessen the need for behaviors which embody prejudices toward others.

Parents have the special task of assuring understanding and affectionate encouragement in these years. But it is also true that a great need lies in the relation of the child to its contemporaries. Here the school has greater influence on actual relationships, on the kind of student body, the kind of activities, the involvement of students in joint responsibilities, to counter-balance the extreme individualism of the competitive school set-up. Finally it can combat forms of intolerance and promote mutual appreciation and the freedom of the human spirit.

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